



Challenges Faced by the Teachers and Students in Implementing English Curriculum in General and Indigenous Primary Schools in Bangladesh

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Thesis submitted in partial fulfillment of the degree of Master of Philosophy

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**Institute of Education and Research
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**Challenges Faced by the Teachers and Students in Implementing English
Curriculum in General and Indigenous Primary Schools in Bangladesh**

Thesis submitted in partial fulfillment of the degree of Master of Philosophy

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Certification

I, Bishnu Kumar Adhikary, declare that this dissertation/thesis , submitted in partial fulfilment of the requirements for the award of Master of Philosophy (MPhil), in the Institute of Education and Research, University of Dhaka, is wholly my own work unless otherwise references or acknowledged. The document has not been submitted for the qualifications at any other academic institution.

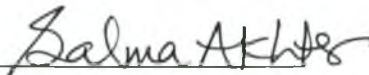


Bishnu Kumar Adhikary
May 2016

Certificate of Approval

I have the pleasure to certify that the dissertation/thesis entitled “**Challenges Faced by the Teachers and Students in Implementing English Curriculum in General and Indigenous Primary Schools in Bangladesh**” is an original work done by Bishnu Kumar Adhikary. He has completed the research work under my supervision. As far as I know, this dissertation has not been previously submitted to any university or institute for any kind of degree or diploma.

I also certify that I have gone through the dissertation and found it satisfactory for submission to the Institute of Education and Research (IER), University of Dhaka for the degree of Master of Philosophy (M.Phil) in Curriculum and English Language Education.


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I dedicate this thesis to my deceased father who always expressed his willingness to become a researcher cum teacher.

Abstract

This thesis is based on the findings evolved from a study conducted on Primary English Curriculum Implementation Challenges of General (Bangali) and Indigenous Students and teachers in Bangladesh to sort out an appropriate methodology for the challenges of implementation of English curriculum to these students and teachers. This study fully conducted on the Primary schools in Rangamati hill districts. All of the students and teachers were grade 3, 4 and 5 of General and different Indigenous community. Guardians of different grades students were also sample of this study. The school selected on purposely and students selected in simple random sampling. Teacher were same classes where students taken. Guardians were also taken as purposive. Data were collected through document analysis, classroom observation, teacher interview schedule, focus group discussion with students and an interview schedule for the guardians whose children were studying of those grades. Only Government primary schools were taken. The mixed approach based study data were analyzed theme and subtheme based and some statistically. Some result was come out which are very much significant to show the challenges of primary English curriculum implementation challenges on General and Indigenous schools in Bangladesh. Both General and Indigenous teacher were not found enough trained in English and curriculum. Teachers had a good amount of work load. 29.99% General and Indigenous teacher agreed that their lesson objectives were not clear to the students. General teachers faced mortified situation in the Indigenous language problems in the English class. 73.33% Indigenous students agreed that English teacher's language was difficult to understand to them. 26.67% General students could not understand the English vocabularies which have used by the teachers. 73.33% Indigenous students could not understand the English vocabularies which have used by teachers. The prescribed methods of curriculum were not practice properly in the lesson. Most of curriculum objectives, competency and class wise competency were not achieved properly. Most of the teachers faced challenges to operate the audio-visual materials in the class. English language skills practices were found very poor. Assessment and feedback practice were not satisfactory. A lot dissimilarities issues were found into textbook from General and Indigenous students-teachers perspective. Finally, some recommendation and further research suggestions were made on the basis of the findings.

Acronyms

CHT: Chittagong Hill Tracts

CLT: Communicative Language Teaching

EiA: English in Action

ELT: English Language Teaching

FGD: Focus Group Discussion

G: General (Bangali)

GI: Gurdian Interview

I: Indigenous

PC: Personal Computer

PECE: Primary Education Completion Examination

SRS: Simple Random Sampling

SPSS: Statistical Package for Social Sciences

TDC: Teacher Development Co-ordinator

TI: Teachers Interview

MoPME: Ministry of Primary and Education

MoE: Ministry of Education

NCERT: National Council of Educational Research and Research and Training

NCTB: National Curriculum and Textbook

UEO: Upazila Education office

URC: Upazila Resource Centre

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Chapter One

Perspective of the Study

1.1 Introduction

People learn language for various purposes such as: commercial, social, scientific, academic, personal etc. Primary level education is the basis of all education. So, the primary level learners should be taught language to express themselves clearly in both speech and writing. They should be taught to use grammatically correct sentences and to spell and punctuate accurately.

In Bangladesh, primary education starts at the age of 6+ and ends at the age of 11+. Recently, National Education Policy of 2010 has recommended it to 14+ years. In some cases primary education starts with Early Childhood Education (ECE) at home. But in the most cases, especially in the rural areas children enter primary schools without any kind of early childhood Education (ECE). So, the students of primary level are not infinitely adaptable. Their capacity for learning is limited at the initial stage. At that stage the students are at ground zero and they are not capable to learn traditionally, considering that issue, the language teaching for the primary level students should be improved. It is comparatively simple to design and develop language teaching for the primary level students, but is bigger problem to produce satisfactory language teaching for the great majority of students.

We can see that the present language teaching process at maximum number of schools in our country is traditional lecture and oldest form of instructional technology. The current language teaching practice is not expected especially for the primary level students, the language teachers of the primary level should bear in mind that language can development is living and organic aspect of children. They also should realize that a student can only learn a

small part of the materials to which she/he is exposed. So, the first student and has to decide what should be taught.

The primary language education is very crucial and important for the foundation of human quality. Moreover good language skill is essential for overall development of children.

Communication is the most important component of any human society. In this aspect, English as a foreign language is adapted as the local language of the world. (Acera et al.; 2012).

Language and culture are indissolubly bonded concepts. Language gives a group of people its identity; it lends cohesion to the vernacular culture and strengths bond among the community members. The socio-economic, political and cultural needs also urge peoples to learn a foreign language (i.e. English, French, German, Arabic and Japanese). For instance, learning a foreign language increases the range of communication. Foreign language helps to enrich one's own language (Rahman et.al; 2009). A foreign language is the key to unlocking the vast field of new knowledge (Crystal: 1995). Now a day, it is an underlying fact that English has become a language of global communication. Here English emerged as a dominant language of learning and learning in the classroom and others communication (Jahan, 2010). The demand of English language and English language education has also explored with economic globalization (Nunan, 2002). There are five more applicable areas of English in the present context: employment (both in country and abroad), communication involving the electronic and digital network, social mobility, the media and music and entertainment. These have been made on the basis of concerned usages in academic, profession, technical, social and cultural spheres (Rahman, 1998). Today English is the most widely used means of communication among the people round the globe. The English language has also been globalized in terms of trade and commerce, education, culture, mobility of labour, the

exchange of views and so on. So the English language is necessary for all. “English language occupies a paramount position in our education system. Though it has yielded to Bangla after the independence of the country but the supremacy of English is not minimized (Khatun, 1993). Now it is known to be the passport to the future development of a developing country like Bangladesh (Ehsan, et al.; 2013).

Bangladesh is a diverse and culturally rich country in which approximately forty five (Sikder, 2010) different indigenous groups live alongside their mainstream Bangali counterparts. According to the 1991 census, there are approximately 1.2 million indigenous people in Bangladesh (1.3 % of total population). Currently no government statistics regarding use of language in the classroom for the indigenous children in the formal education system exist and no national studies exist dealing with language issues of these children (Rasid, 2007). During the British rule, English became the official language of British India. It was introduced as the medium of education in the Indian sub-continent. During the Pakistan period, English was taught as a second language (SL). In post liberation period of Bangladesh, English lost its official status but it enjoyed an important unofficial status. Considering the demand of English, The National Curriculum and Textbook Board (NCTB) included English as a compulsory subject. It is still the medium of education in such institutes as Medical colleges, BUET, some faculties and departments in different public and private universities. (Sarker, 2007). English as a foreign language has been taught as compulsory subject from primary upto the higher secondary levels. Besides, there is provision for studying English as specialized subject beyond secondary level. The language is also used as medium of instruction in higher professional subjects. The implication is that there is a good demand for English (Khatun, 1993 and Banu, 2002). For these reasons learning English is essential for the indigenous people. Education system of Bangladesh depends on the

centralized curriculum. In this sense the Indigenous Students at grade three, four and five are followed the same curriculum like others. The indigenous students learn English as a foreign language (FL). Because we know that their mother tongue is different from the Bangali (general) students. Bangla is their second language (SL). Though learning a language is a difficult and often frustrating process for many learners, particularly at the elementary levels (Jahan, 2010). Previous research in language teaching has established that when teachers take up most of the lesson time talking, this can severely limit students' opportunities to develop proficiency in the target language (Cook, 2001). A general goal of the English language teachers is to motivate their students to speak-to use the language they are learning (Nunun, 1991). This study has been undertaken to find out the challenges of implementing English curriculum of general and indigenous teachers and students at the primary level in Bangladesh.

1.2 Rationale of the study

In human life language is a means of communication thoughts; it is also a means of social control. Conversation is impossible unless one is equipped with rich language. Language enables a person to make a good relationship with others. It also helps one to make a good relationship with human beings and the external world. Language mediates between a person and his /her environment. In fact language enables men to live in society. So, proper language education is a crucial element for human life. In the opinion of psychologists, the primary acquisition of language of a child is very important for the foundation of his basis knowledge. If children do not get appropriate opportunity at this stage, this will leave adverse effects on their life. These adverse effects may be too difficult to reverse in later stage”.

The purpose of teaching English at primary level is to help students develop competence in all fours language skills in English through meaningful and enjoyable activities (NCTB,

2012). For proper language teaching, the language teachers at the primary level should have proper academic qualifications and professional preparation. Detailed subject knowledge is necessary for the language teachers. They should have full command of the language, which they have to teach. Moreover knowledge of language is very important adjunct to their equipment.

In our country especially in the rural area and the Chittagong Hill Tracts (CHT), the existing situation of language teaching is very traditional. The students are very weak both in the first language and in the non-native language. Even the language skills of the teachers are also in question. Knowing a language means being able to read it, write it, speak it, and understand it. But in our country the students, even the teachers do not have all the four skills. The National Curriculum and Textbook authority has introduced the Communicative Language Teaching (CLT) approach from the session of 1993-94 as piloting. After the successful administering of this curriculum now phase is going over. Recently the NCTB has introduced its new curriculum which is going on to implementation. So it is necessary to develop the existing situation of language teaching in our country. By considering the above points it is clear that the following study.

Primary level is one of the important levels in our education system. This is the first step of education system of our country. In this level English curriculum is designed in communicative Language Teaching (CLT) approach. This communicative curriculum is not a content based subject but a skill based subject. English is not about any particular topic but rather it is about practicing something- listening, speaking, reading and writing. English learn from the primary level in Bangladesh, yet most of the students remain weak in this subject. (Sarker, 2007). Indigenous students learn English as a foreign language (FL or L3). They generally use their indigenous language as a mother tongue or first language (L1). But they learn their lesson in Bangla or in English. Here English is totally new language to them. They

have no separate curriculum. So they have to follow the centralized curriculum of National Curriculum and Textbook (NCTB). In this curriculum English subject is a major part to fulfillment this level. But their real life situation is very different to learn this language. Primary level is very important level of learning language. According to the renowned linguist Leney Burg, 2-13 years is the proper time for language learning. For this reason English for specific purposes refers to “the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of the learners” (Richards et al.; 1992). In this level they are oblige to follow. They acquire first language from the birth on the other hand they learn two languages to cope with the mainstream. Learning more than three languages at a time is very difficult for this level. It has a multilingual effect on learning. Not only that the pronunciation style is totally different from the first language and second language but also other factors and challenges exist. So in language teaching and learning teachers and students cannot face such kind of challenges at a time for better teaching-learning. This research makes a worthwhile contribution to the present state of knowledge about the English curriculum in that it reports on an inquiry undertaken to access the influence of challenges of curriculum implementation experienced by Indigenous teachers-students and the General teachers-students. Very few researches were conducted on such kind of issues. Due to this, the researcher had selected this area as a study. By this study the real challenges to the teachers and students of general and indigenous schools in implementing the primary English curriculum has investigated, explored, analyzed and identified. Regarding the outcome of this study government , NGO’S , different development organizations, schools authority ,education specialist, curriculum specialist, and language specialist and language policy maker , guardians and other concerned stakeholders will take the initiative steps to removed such challenges and barriers. The researcher made some suggestions on the basis of the findings.

1.3 Statement of the Problem

'Challenges Faced by the Teachers and Students in Implementing English Curriculum in General and Indigenous Primary Schools in Bangladesh'. In Bangladesh, English is taught as a compulsory subject from grade I-XII. The General (Bangali) generally learn English as a second language but Indigenous students are learning as a foreign language because they have own mother tongue. Their social, economical and learning environment is totally different from the general (Bangali) students as well as teachers also. Due to this skilled based subject of English may some problems, obstacles, difficulties and some other challenges. The challenges of General and Indigenous students and teachers were not same in most of the cases. For that reasons the researcher intended to find out the challenges of learning English in implementing the curriculum at primary level in Bangladesh.

1.4 Education System of Bangladesh

The Bangladeshi education system is heterogeneous and complex: mainly forms of education have been permitted to develop and co-exist. Mainstem formal education takes three forms: Bangla –medium general education, English –medium British education and religion based madrasa education. Along with these, there is another form of formal education called vocational education. Formal education is divided into three tiers: primary, secondary and higher education. In parallel with formal primary education, NGOs have developed a nonformal primary education subsystem to promote access to education for disadvantages children. (Shohel at al.; 2011)

1.5 About English in Action (EIA)

English in Action (EIA) is a nine year (2008-2017) development programme which started in 2008 with a view to improving the communicative English language skills of school children

as well as adults in Bangladesh. EIA works jointly with Ministry of Primary and Mass Education and Ministry of Education of Bangladesh and it is funded by UK Department for International Development (DFID) (Shohel and Power, 2010). All training and other support activities are implemented through the collaboration with Bangladesh Government system. EIA has been working with teachers and students of both primary and secondary schools in order to change classroom practice using modern technologies as learning tools, such as mobile phones, television, internet and printed materials. By 2017, EIA targets to reach 76500 teachers and over 10 million students.

EIA is working to bring changes in the classroom practices using new techniques and methods for English Language teaching and learning and for this changes some key mechanisms have been used like Continuous Professional Development (CPD) for teachers, School Based Teacher Development Approach, Cluster Meeting, Peer Support, Self-Reflection, providing audio-visual materials etc.

A large number of audio-visual materials for English classes have been developed by EIA to facilitate learning which are designed focusing the communicative language learning according to the Government Curriculum of Bangladesh. Their Primary classroom audio materials have been developed for Classes 1 to 5. Each lesson of each class has two audio files, to be played in the classroom via iPhones through speakers. The files contain an assortment of different audio content. These include dialogues, songs, rhymes, instructions and demonstrations of games and other activities which are based on the existing EFT textbook content. They also has introduced different types of visual materials to facilitate learning in the primary schools of Bangladesh as such posters, flashcards and figurines for all the classes with the relation to the EFT . These help students to achieve the learning

objectives of the target lesson and often, additional language skills and interact with the audio that stimulates communication.

Most of the audio- visual materials are provided on an iPhone and these help the teachers to take initiatives for new and exciting activities in the classroom. Teachers can use the visual materials like videos to show some activities being carried out by other teachers with their own students, in typical schools across Bangladesh. EIA also provide the teachers with audio materials with rechargeable speaker. Teachers are also provided with printed materials including teacher guidebooks, classroom posters, and flashcards. All these audio and audio-visual materials are based on the Government curriculum and textbook.

The EIA pedagogical approach is to promote a carefully structured, enjoyable leaning environment where pupils are engaged and motivated to explore the wider world without fear (Shohel and Frank, 2010). The goal of EiA is to contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy.

1.6 Research Objectives and Questions

1.6.1 Main Objectives

The main objectives of this study was to explore the challenges faced by the teachers and students in implementing the primary English curriculum in grade 3, 4 and 5 in general and indigenous primary schools in Bangladesh.

1.6.2 Research Questions

This study was an attempt to investigate indepth the challenges of Bangali (General) and Indigenous teachers and students at primary schools face in implementing an English curriculum. The research questions were-

1. What are the challenges for the teachers in general schools in implementing English curriculum at primary level?
2. What are the challenges for the indigenous teachers in general schools in implementing English curriculum at primary level?
3. What are the difficulties and problems faced by the students in general schools in learning English in the classroom?
4. What are the difficulties and problems faced by the indigenous students in general schools in learning English in the classroom?
5. To what extent the general and indigenous teachers and students respectively face problems in implementing English curriculum in their respective classrooms?

1.7 Scope of the study

This study dealt with the learner of grade 3, 4 and 5, their English teachers and classroom at the primary level of Bangladesh. The study will focus the themes, topics, issues and activities that are facing challenges to such grades students and teacher as well as guardians also. It also carries out the teachers' and students' difficulties in using the curriculum and textbooks for English teaching and learning and their attitude towards these. It will look at the skills and knowledge teachers need to use the textbooks effectively and how they can develop those skills and knowledge. Finally it would suggest some ways for the teachers and students to overcome their challenges in implementing primary curriculum and how developed the students' skills on a regular basis. In future this study would be helpful to the government policy makers, language experts, English language expert, educators, researchers , textbook writers, the curriculum expert, NGO's workers, NGO's policy makers and the media experts wish to work for the development of quality English language teaching learning of

general and indigenous people in the context of Chittagong Hill Tracts (CHT) and Bangladesh. It is auspicious research especially on the Chittagong Hill Tracts (CHT) perspective. Because very few research were conducted such area which were highly focused on English language education and curriculum. Here two groups (General and Indigenous) teachers and students.

1.8 Limitations of the study

There are few limitations in this study. These are given bellow,

- a. The study was meant to provide the phenomena the challenges of implementing English curriculum to the general and indigenous teachers and students at primary level of Bangladesh in general. But data have been collected only one upazila of Rangamati district. Data could not be collected from the whole country as well as to increase the external validity of the study.
- b. The sample was not representative in number. Only ten schools were taken purposively due to limitations of time and budget allocation.
- c. Only thirty English classes of grade 3, 4 and 5 were observed. The number was not sufficient for taking a decision of English curriculum implementation of general and indigenous teachers and students in primary schools in Bangladesh.
- d. Due to the purposive and simple random sampling techniques the numbers of the teachers were not equal but almost equal in terms of gender.
- e. For making generalization from this study was quite impossible except doing same study in a large scale.

1.9 Organization of the Thesis

This thesis attempts to explore the challenges of Challenges Faced by the Teachers and Students in Implementing English Curriculum in General and Indigenous Primary Schools in Bangladesh. This thesis has five chapters. Following the introductory chapter, Chapter 2 presents the literature review. Chapter 3 presents the methodological aspects of the present study including sample selection, research techniques used and data collection process. Chapter 4 provides the data analysis and presentation. Chapter 5 represents the findings and discussion. Finally, chapter 6 presents the recommendations, further research suggestions and conclusion.

1.10 Conclusion

The General and Indigenous students learn English as foreign language duo to some challenges they are not competent to achieve the required learning competencies especially in English. At the same time teachers were practicing on the primary English curriculum with different types of challenges. Due to various types of challenges both communities' students and teachers are facing challenges to learn and implement the curriculum. So that researcher had obeyed all kinds of research ethics and he had intended to find out the challenges in implementing the primary English curriculum for the general and indigenous teachers and students.

Chapter: Two

Literature Review

2.1 Introduction

Review of literature is one of the important activities of a researcher in any scientific study. Study of related literature includes locating, reading and evaluating the reports of the researchers as well as the reports of causal observations and opinion of the prominent people that are related to the investigator's research activities. Related literature includes theoretical discussions, description and evaluation of current practices and empirical researchers. Review of related research is indispensable to get a clear-cut perspective of the problem. According to Creswell J.W (2008) rightly says that literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information; organizes the literature into topics; and documents a need for a proposed study. Through this activity, the researcher can probe into the neglected areas, which need more attention. In other sense, it makes the researcher learn about the research possibilities that have been overlooked and take steps to fill the gaps in the area through a more planned and scientific investigation. The literature so far available shows that a good number of studies have done in Bangladesh and abroad on challenges faced by the general and indigenous teachers and students in implementing the primary English curriculum in Bangladesh. Such studies are presented under the broad headings– studies conducted in Bangladesh and abroad.

2.2 Bangladesh: a general overview:

Government of the People's Republic of Bangladesh emerged as an independent state in 1971. Bangladesh is situated to the North eastern part of South-Asia. The country is bordered by India on the West, North and the North-East, Myanmar on the South-East and the Bay of Bengal on the South. Bangladesh is virtually a bridge between the South and South-East

Asia. Bangladesh is the largest delta in the world. It is a densely populated country. It has an area of 147,570 sq. kilometres and population of about 160 million. Bangladesh has about 250 Major rivers with a total length of 24,140 km and innumerable canals, oxbow lakes and wetlands. Forest covers about 07 percent of the land area.

Ninety-eight percent of the population speaks Bangla with varying and rich dialects. The other two percent includes indigenous people, having their own language with rich cultural heritage. Bangladesh gained its freedom through a short but intense war of liberation in 1971. The struggles for liberation began earlier with the Language Movement of 21st February, 1952 when students and people rose as one to protect the dignity of the mother tongue. UNESCO has proclaimed 21 February as the International Mother Language Day in honour of the language movement martyrs, which is observed globally every year in recognition of the native languages of peoples of the world.

Bangladesh comprises of 8 divisions, 64 districts and 493 upazilas (sub-districts), 11 City Corporation, 318 Municipalities, 4554 Union Parishad (union council) and 87197 Villages.

2.2.1 Literacy status in Bangladesh:

Poverty and illiteracy are interwoven in Bangladesh. Each is the cause and effect of the other. Start of formal primary education in the Bangladesh region dates back to 1854 and literacy activities at individual initiatives to 1918. At liberation in December 1971, the literacy rate in the country was only 16.8 percent. Bangladesh has since made remarkable advances in championing the causes of education and making it a serious public purpose.

The literacy rates of Bangladesh published in different Census and study reports during the period of 1974-2008 are given below:

- Census of 1974 : 25.9%

- Census of 1991 : 35.3%
- BBS, 2001 : 47.9 % (15 +age group)
- MOPME, 2003 : 65% (7+ above age group)
- UNESCO, ALSB 2005 : 45.2 % (15 +age group)
- UNESCO: 2005 : About 52 million people (7+above) are remaining illiterates,
- BBS, Literacy Assessment Survey 2008 : 48.8% (15+ age group)
- Annual Report of MoPME 2008 : 63% (7+ above age group).
- Annual Report of MoPME 2009 : 53%
- NFE Mapping Report-2014: There are 37.35 million illiterates of 11-45 age groups in the country.

2.2.3 Present Status of formal Primary Education

Primary education covers a cycle of five years (grades I-V). There are 82,218 Primary Schools of 9 categories in the country. These are : (i)Govt. Primary School :37,672, (ii) Registered Non-govt. Primary School :20,083, (iii) Non-registered Non-govt. Primary School : 966, (iv) Experimental School : 54, (v) Community School : 3263, (vi) Kinder Garten School :2987, (vii) NGO School : 408, (viii) Ebtedayee Madrasha : 15,646, and (ix) High School attached Primary School : 1,139.

- The total enrolment is 16.00 million students (6-10 years age): Boys 7.92 million (49.5%), and girls: 8.08 million (50.5%).
- Gross Enrolment Rate (GER): 97.6%
- Net Enrolment Rate (NER): 90.8%.

2.4 Location of the Chittagong Hill Tracts (CHT)

The Chittagong Hill Tracts is located in southeast side of Bangladesh between latitudes 21.25 and 23.45o north, and between longitudes 91.45o and 92.50o east. With an area of 5,089

square miles, the region covers about one-tenth of Bangladesh's land area, and is surrounded by India to the north and east, Myanmar to the southeast, Chittagong district to the west and Cox's Bazar to the southwest. Two-thirds of the area is characterized by steep slopes; the remaining area has an undulating topography (Rasul, 2007). The linguistic map of the Chittagong hills is extraordinary complex. Most languages spoken here belong to the large language family known to linguists as Sino-Tibetan. The classification of languages within this family is contested and many individual languages are still very inadequately (or not at all) described in the scholarly literature. According to one classification (Shafer, 1955), Sino-Tibetan languages in the Chittagong hills belong to the Burmese division (Kok-Borok). The region which we now know as the Chittagong Hill Tracts appeared on the first known map of Bengal, dated about 1550. It did not have a special name then; it was simply a section of the hill country linking India and Burma. In 1860 the British occupied it and made it a district of their colony of British India. It is they who named it 'Chittagong Hill Tracts' (Parboty Chottogram, in Bengali).

The term Chittagong Hill Tracts indicates that the British saw these hills as an extension of the lowland to the west which they had ruled for over a hundred years. This lowland was (and is) known as Chittagong district, after the important port city of that name. In the same way adjacent sections of the hills were named after lowland districts. The hills to the south became the 'Arakan Hill Tracts' and those to the north 'Hill Tippera'. Administratively, the Chittagong Hill Tracts were brought under the Province of Bengal, which covered all the land to the west. It was a district with a unique status. Unlike the lowland district of Chittagong, it was not a regular Bengal district. Unlike Hill Tippera, it was not an indirectly ruled 'Princely State.' And it was cut off administratively from the hill country to the south (Arakan Hill Tracts) and east (Lushai Hills), which became part of the Provinces of Assam and Burma,

respectively. These colonial decisions had far-reaching effects. Not only did the administrative divisions long survive colonial rule, they also determined a partition of the hill country between three postcolonial states. In 1947 the British left, and lowland Chittagong and the Chittagong Hill Tracts fell to Pakistan; the Arakan Hill Tracts were incorporated into Burma; and Hill Tippera (Now Tripura) and the Lushai Hills (Now Mizoram) became part of India. The Physical appearance of the Chittagong Hill Tracts changed dramatically in 1960, when the Kaptai Reservoir came into existence. In 1971 the Chittagong Hill Tracts, together with the rest of East Pakistan, separated from Pakistan to form the new state of Bangladesh.

2.5 Review of the Primary level Curriculum

Curriculum is the complete outline of planned educational activities. English language curriculum thus provides all the necessary instructions about English language teaching and learning. An analysis of the curriculum thus needs to explore its education aims and objectives, class wise Terminal Competencies, teaching methodology; content and assessment techniques etc. This part reviews the National Curriculum and Syllabus for English education at Primary level of Education in Bangladesh. This review in this part is prescribed as same as in the National Curriculum and Textbook (NCTB) in 2005.

2.5.1 Objectives

The purpose of teaching English in class I-V is to enable the students to communicate in the language at a simple level in a natural and spontaneous way.

The main objectives of teaching English in class I-V are to enable students to

- 1a. understand simple commands/instructions/requests in English and carry them out.
- 1b. speak and understand simple English according to their age level.

1c. read and comprehends textbooks according to their age group and level.

1d. write alphabets, words, numbers, simple sentences, passages, paragraphs, informal letters and numbers according to their age group and level.

2.5.2. Terminal Competencies

Listening

2a. to recognize basic sound differences, stress and intonation

2b. to understand commands/instructions given in simple and clear English and carry them out

2c. to understand simple questions and statements

2d. to listen, understand and enjoy simple rhymes, poems, stories read out to them

Speaking

a. to repeat with correct stress and intonation what the teacher says

b. to exchange greetings and farewells and to make introductions

c. to ask and answer questions in English

d. to recite rhymes and poems

e. to say what someone is doing

f. to give instructions/commands and to make requests

g. to take part in conversation on topics related to their daily life

h. to describe what he/she sees in his/her environment

Reading

a. to read aloud printed materials of the level of the prescribed text with correct pronunciation and understanding

b. to recognize and read both cardinal & ordinal numbers

c. to read names of the months, days of the week & to tell the time

- d. to read aloud rhymes, short poems with proper stress, rhythm and intonation.
- e. to read silently with understanding short stories, text materials etc
- f. to read instructions
- g. to read using punctuation marks

Writing

- a. to write cursive and non-cursive letters both small and capital.
- b. to write cardinal numbers.
- c. to write words, sentences and phrases using cursive letters both small and capital.
- d. to write figures for words and words for figures.
- e. to recognize and use punctuation marks.
- f. to be able to use capital letters.
- g. to write words, phrases and sentences correctly.
- h. to take dictation given in slow and clear English.
- i. to write simple, short composition.
- j. to write simple letters.

2.5.3 Guidelines for Textbook Writers

The textbook writers have to carefully integrate certain new sections and units to the existing five textbooks. The existing textbooks of class 1 and 5 are a combination of: a) guidelines for the teacher and b) lessons to be taught in the classroom. The new additions to the textbook have to be inserted with care so that the present symmetry of the textbook is preserved.

The following sections may be inserted into the textbook.

Reading:

- 1. a A section on shapes (e.g. square, rectangle, circle, triangle etc.) may be introduced to help learners to recognize similarities and differences in shape and size.
- 1. b section on words beginning with the same initial sound may be inserted in the textbook to help students recognize names of objects which begin with the same sound.

1. c A section to help students read words and phrases with the help of visual clues may be introduced. 30-40 words need to be introduced. Example: cot, cap, cow, coat, crow, dog, dot, doll, duck, hen, hat, hot, head, hand

1. d A section on cardinal numbers (1-10) may be inserted into the textbook to help students recognize cardinal numbers.

Writing:

1.1.a A section which will give students the opportunity to practice letter shapes may be introduced. For example, in the textbook there may be four or five pages with lines and dots for students to practice letter shapes.

1.1 b unit or section which will help students to write numbers (1-10) may be introduced.

The following sections may be inserted into the textbook.

Speaking:

2.1 A unit on exchanging greetings, introductions and responses may be inserted. For example, "How are you"? "I am fine. Thank you".

Reading:

1.3 A section on words beginning with the same initial and final sounds may be inserted in the textbook. The unit/section should enable students to recognize names of objects which start with the same sound. For example, a picture of a ball and a bat with words written below the pictures could be given to introduce words which begin with the /b/sound. Similarly a picture of a cat and a hat (other words which have similar ending may be used) could be given to show similarity between final sounds.

2.1 A section on helping students to read cardinal numbers (1-50) may be inserted.

Writing:

2.1 A section on helping students to learn to write numbers (1-50) in figures may be inserted.

2.5.4 Teachers' Edition of the Textbook

Teaching Aids:

- Textbook with illustrations.
- Pictures of shapes (e.g. circle, square)
- Use of realia (i.e. use of real objects)

- Picture chart
- Word chart (words beginning with same initial sounds)
- Alphabet chart (both small & capital letters)
- Cardinal number chart (1-10)
- Blackboard/ white board, chalk/ marker
- Flash cards
- Student workbook for practicing writing patterns
- Worksheets

2.5.5 Teachers' Edition of the Textbook

The following sections may be inserted into the teacher edition of the textbook.

Reading

1.1 Students will be asked to open their textbooks and look at the unit which presents different shapes and sizes and repeat the names of the major shapes after the teacher.

The teacher may point to the wall chart (Shapes) to teach the new items and may also draw pictures of different shapes on the blackboard / white board. The teacher can ask students to do a matching exercise. For example, in the textbook there can be two columns. In one column the different shapes can be presented and in the other column the same shapes in different order. Students can be asked to match similar shapes. For example: Matching Exercise aids.

The Teacher can draw student's attention to a number of words in the textbook beginning with the same initial sound e.g. ball, bag, bat and ask them to repeat after him/ her. This can be initially done as a whole class activity and later individual students may be asked to read out words which begin with the same sound.

1.3 The same activity can be reinforced by putting up words with the same initial sound on a word chart and students asked to engage in a chain drill activity, i.e. the teacher asks every student to repeat/ read out the words.

1.4 The Teacher will show students a number of pictures with the words written next to it or under it. With the help of pictures the teacher will enable students to recognize and remember the new words.

2.1 The teacher will help students to read the numbers (1-10) in the textbook. The teacher can show the students the column with figures (e.g. 1, 2, and 3) and draw their attention to the next column with pictures of objects (e.g. flower, balls) which correspond to the figures. The teacher can draw pictures on the board which corresponds to the figures.

Writing:

1.1 The Teacher can make students join dotted lines to form alphabets. The teacher can give students workbook/ worksheet with dotted lines to do the writing activity. This will help in letter formation.

The Teacher can make them do class work in the exercise copies by writing a few letter shapes on a page and ask them to copy and practice the same .

2.1 The same methods e.g. use of dotted lines can be used to write numbers 1-10 in figures.

Class: Two-Five

Teaching Aids

- Textbook with illustrations.
- Picture chart
- Word chart
- Cardinal number chart
- Flash cards

Teachers' Edition of the textbook:

The following sections may be inserted into the teachers edition of the textbook.

Speaking:

2.1 The Teacher will teach students how to say 'how are you? I am fine'. The Teacher can demonstrate the speaking activity by saying to a student 'how are you'? And providing the response 'I am fine, thank you'. The whole class will follow and repeat the words of the Teacher. The Teacher can put students into pairs and make them do the oral drill activity.

Student 1: How are you?

Student 2: I am fine, Thank you.

Reading:

1.2 The Teacher will draw the attention of students to the unit which has pictures and names of objects having the same initial and final sounds. E.g. ball, bat, rat, fat. The Teacher can show pictures of words beginning and ending with the same sound and also draw them on the board. She/ he can read the words aloud and ask students to repeat after him/ her.

2.1 The Teacher can hang a cardinal number chart on the wall and write the numbers on the board as well. The students will be asked to open the exercise on cardinal numbers in their textbook and do a matching exercise e.g. in one column there will be pictures of objects and the other column the numbers. Students will be asked to match the numbers with the objects.

Writing:

2.1 The Teacher will introduce students to the numbers and then ask them to join the dotted lines to write numbers 1-50 in figures. The Teacher may write a few numbers in their exercise copies and ask them to copy it. Students can be given dots and taught to count

them and write the figure next to it. e.g. students can be made to practice writing numbers from 1-50 till they can write them correctly.

2.5.6 Assessment

Class: One-Two

Assessment:

Students will be assessed on class work and class tests. Class participation will also be taken into account.

Reading:

1.1 Students can be given a matching exercise for class-work and class test. For example, they can be asked to match similar shapes in two columns. They can also be given a task in which they will have to circle or tick the shape which is not similar to other shapes.

For example:

Tick the Shape which is different

1.2 Students will have to identify which words begin with the same sound. They may be given two sets of words and they will have to tell which set begins with the same initial sound.

1.4 The teacher can give a matching exercise (in class and for class test) to assess whether students are able to read words and phrases with hints. The teacher can give the words in one column and the pictures in a different order in the next column. Students can be asked to match the words with the pictures.

Writing:

1.1 In class and for tests students can be asked to join dotted lines to form letters and alphabets. They can also be given a matching exercise to practice different letters and alphabets (both capital and small). If students are given a number of letter shapes they can be asked to identify similar and different ones.

1.2 Students can be asked to fill dotted lines to practice alphabets. They can be given fill in the blanks exercise to see whether they can write the alphabets in the right order.

Class: Three-Five

Students will be assessed on their class performance and participation. The teacher will ask students questions to see if they have understood the units in the textbook. The teacher will assess them by examining their written work (e.g. matching exercise). Students can be asked to write figures (numbers) on the blackboard.

2.5.7 Exercise Types for Assessment of Students' Learning.

Listening:

- Pre-listening questions
- Post-listening questions.

Note: Where the passage is not in the students' textbook it has to be read out to them.

Speaking:

Controlled oral practice, using

- a) Textbook pictures
- b) Example dialogues
- c) Substitution tables
- d) Written questions.

Reading:

Pre-reading questions

Comprehension questions

- i) Open-ended
- ii) true/false
- iii) Multiple-choice
- iv) Cloze passages with or without clues

Writing:

- Copying words/phrases/sentences from the textbook
- Fill in the gaps
- Answering questions to form a paragraph
- Writing from a model/an information table
- Writing informal letters.

2.5.8 General Guidelines for Preparing Teacher's Edition of Textbooks (Class Three-Five)

For assisting the teachers in teaching the textbooks English for Today for classes 3, 4 and 5 properly separate Teacher's Editions should be prepared. The Teacher's Edition should help

the teachers understand and use communicative approach to the teaching of English as a Foreign Language.

Teacher's Edition for each student textbook should contain the followings:

- An introduction to the Teacher's Edition, its purposes and use.
- Objectives of teaching English as a Foreign Language.
- Terminal Competencies of English as given in the Learning Continua.
- Attainable Terminal Competencies in English Language as per Learning Continua.
- A Yearly Instruction Plan based on total time (working days) available for teaching and the number of periods allotted to English teaching.
- A short (one sentence) introduction to each lesson.
- A list of achievable competencies to be acquired through a particular lesson in respect of four language skills- (a) Listening, (b) Speaking, (c) Reading and (d) Writing.
- Number of class-periods needed to teach each individual lesson.
- List of lesson-wise and period-wise learning outcomes.
- A list of language items (vocabulary, structures) in each lesson and its parts.
- Suggestions for use of effective teaching-learning strategies.
- Practice on new words and structures in the lesson including listening comprehension.
- Suggestions with techniques for assessing students' performance.
- Instructions on remedial teaching.
- Hints on acquiring, making and using teaching aids.

2.6 Related Literature

There is a competency –based curriculum for the primary grades in Bangladesh. It is expected that after completion of primary education students will achieve certain competencies but Sultana, et al .; (2008) were found the achievements/competencies in English language learning not satisfactory from their study on English Languge Learning of

Students at Primary Level in Bangladesh . The same situation was found in Sivakami, et al.; (1999) in their article entitled the effectiveness of certain instructional strategies to overcome learning disabilities in English at primary level. She has developed diagnostic tools to identify reading, writing and spelling difficulties. The study reveals that around 15% to 20% of the children are facing difficulties in reading, writing and spelling. Oka (2004) states, “I would like to argue that some of the so-called “universal” aspects in ELT are not compatible with the Asian context, for linguistic but also cultural and historical reasons” (www.asian-efl-journal.com). Being an Asian country, ELT in Bangladeshi context is different from that of western context. In Bangladesh English is learnt as a foreign language. In an articles of Ellis(2007) named “ Educational setting and second language learning ’ Nayer (1997) states, Foreign -language classroom contexts can be distinguished from second language classroom contexts in that native-like cultural and pragmatic competence is not a high priority in the former”(Nayer's statement quoted from Ellis (2007) . There are forty five ethnic groups in Bangladesh (Barkat at al.; 2009 and Sikder, 2010). They have their own culture that affects greatly their learning English as a foreign language.

Tribal people are suffering a lot all over the world. Taru(2008) and D'Souza (2003) explained that tribal communities are geography isolated and they experiences political, economical and social discrimination. The mainstream ruling elite treats the homeland of the tribal communities as their internal colony. For the tribal communities the process of becoming a part of the mainstream means a diminishing control on their resources and erosion of their tradition, rituals and cultural heritage (<http://www.yerukala.info...p.2>). They are treated in negatively in the even into classrooms .Indigenous children have very limited access to education and health and suffer from high malnutrition rate and infant and maternal mortality rates. There are ineffective development programmes, lack of access to and

distribution of social services, lack of proper transport system in the indigenous communities. Moreover, child labour is high among the indigenous communities and they do not have access to schooling because their homes are too far away from schools (www.aitpn.org/IRQ and Taru, 2008).

Education Watch (2009) has shown that meet the needs of education system affected by conflict, natural calamities and instability, and conduct educational programmes in ways that promote mutual understanding, peace and tolerance and that help to prevent violence and conflict. The Chittagong Hill Tracts (CHT), which saw armed conflicts for about three decades, is relatively peacefully now. However, no specula drive has been taken to restore the confidence of the Hill people and no headway has yet been made in increasing access to education in the region.

Yang (2007) argues, if the strategies employed by the students with different ethnic backgrounds could be identified, more insights will be gained into the learning process of individual learners and the characteristics of learners process with different ethnic backgrounds". She explored the kinds relationship that exist between strategy used and ethnicity and proficiency levels found there were significant differences in overall strategy use between aborigines and non-aborigines and among different proficiency groups. There were also significant differences between the subjects of different ethnic backgrounds in four of six strategy categories-memories, cognitive, compensation, and social. So we can imagine the same experiences in our Bangladeshi context also. Reimers and et.al (1995) and Yasmin (2007) have shown that the introduction of new methods and approaches are the challenges to the education. It found that the training events with the respect to particular social groups, including different kinds of teachers and decision makers. They wanted to think to the decision maker in the educational reform.

Catherine's (2010) study "Mother Tongue Education in Multilingual settings -quality Education for for All" aimed at the underlying principles for the implementation of mother-tongue first multilingual education in the elementary years as a foundation for quality language education in the national and international languages of education. Findings of the study showed that quality language education occurs most effectively when the learners began to read and write in their mother tongue and then transitions in a structured manner to other languages of wider communication used for education in the nation. She mentioned that the World Bank has found the children who are not native speakers of the official medium of instruction are often drop out-of-school populations. She also found that the design of systems of education for learners from non-dominant language (NDL) communities – those often marginalized through inappropriate educational design and delivery and many learners lack access to education in the languages they speak. From this study we can assume that there are some challenges of curriculum implementation in Bangladeshi context. Rahman and et.al, (2009), were found the same situation that the indigenous children are less privileged to the Government's initiatives. Despite the undeniable multilingualism in most Asian nations, education systems in the region generally work as if the nations were monolingual. Consequently, in most cases, only the official languages are used as the languages of instruction and literacy in education. A study conducted in 1999 by CARE Bangladesh, a reputed NGO in Bangladesh, is also shows that the literacy rate in Chittagong Hill Tracts is lower (22%) than the national average. The study focuses the causes of low levels of literacy and poor quality of education prevailed in Chittagong Hill Tracts. The main causes are: poverty heightened the risk of low education levels in vulnerable areas, school standards were inequitable (i.e. government vs. non-government, rural vs. Urban, English medium vs. Bangali). The reports remarked that while the above causes were generally true for describing the poor quality of education throughout

Bangladesh; they were even more accurate for the CHT. According to another report, low achievement in education of indigenous children is caused of poverty/monetary constraints, medium of instruction, poor communication system to schools, lack of indigenous teachers in schools, curriculum in Bangla, unawareness to study etc. Along with the development of socio-economic, political and cultural conditions of the ethnic minority groups in Bangladesh, instruction in mother tongue in education taught by indigenous teachers. The research team of ASHRAI conducts research to identify the needs of these people. The finding shows that the most pressing educational need is the adoption of an appropriate language of instruction. Yasmin (2007) shown that in English classes the majority of the teachers use Bangla as the medium of instruction. Taru (2008) expressed the same point of view that the ethnic community's languages are not using to teach English and education in the classroom. Likewise, an evaluation shows that the learning achievements of the Oraon students in the pilot schools are better than those of the Government schools students. The report also discloses that tribal children appear shy and are unable to cope in school because the language of instruction in formal education is the national language. There is a need for curriculum and learning materials to be available in their mother tongue. A recent study "Northwest Indigenous Livelihoods Study 2004" conducted by CARE Bangladesh revealed that about 75 percent of indigenous parents are unaware of pre-school education and the Bangla language is an obstacle for them since they speak native dialects at their homes. Performance of Ethnic Minority Students in Secondary Education: An Exploratory Study on Selected BRAC-PACE School, another study stated that the students are in general weak in all three subjects, Math, Science and English. Majority of the students passed with a grade D having marks ranging between 33-39%. These study findings provide us with the fact that the normal standard of these children are very disappointing and this will definitely be a grave concern if we are to consider their learning of English as a third or foreign language.

A similar situation reported by Yang (2003) perfectly reflects the situation here in Bangladesh; exposure to English outside classroom is rare. There is very few English newspaper or books. At home and in the community people do not speak English. Besides, the low perceived value of English which is responsible for the lack of motivation together with their home language or Bangla (Mandarin in China) only education leaves little scope for English and increases dropout rates. This is the real challenge of learning a foreign language (i.e. English) more daunting than second language (i.e. Bangla) learning particularly for minority groups collectively. There is a severe shortage of qualified English teachers. Generally speaking, the minority groups suffer from a lack of qualified teachers of all the subjects, and have to depend on a large number of community sponsored teachers, usually without professional training and with only a secondary education. Time, nevertheless is a crucial factor in language learning, so failure to attend school also means not having a chance to study English. According to Taru (2008) argues that the main obstacle of Orao ethnic communities is the medium of instruction. Education is the less importance to them. Linguistics barriers are one of the principles reason to lack behind of education. Basically they are poor. Due to this they used to go the field as labor during the school time. They are not able to buy teaching aids lack of money. The teachers show the discrimination to the classroom activities. It is very rare to get the school within the catchment area. Their family would not like to send them to the school. He also mentioned that the economical solvency, social totem taboo, conservative social system, the negative attitude of Hindu and Muslims are the main obstacles of Santal ethnic communities. At the same time Shikder (2010), he argues that the basic element of education is language. If the language may create some problems to the indigenous children's' learning then their learning may hamper in automatically. The mother tongue of an indigenous student is not Bangla. But they have to study in Bangla language books which language and contents are not familiar to them. They

have also a gap between their teachers (sometimes exceptional). So all of these barriers it is very difficult to thing the education of Indigenous students. Even the contents and language school's books of remote area are not relevant to their language and culture. Philpison (1992) Arguess , "The global spread of English , particularly through English language. Teaching, is a part of linguistics imperialism". (Cited in Sabiha, Yildrum and Okan (2007), <http://www.asian-efl-journal.com>)

However , Barker (2003) Says that culture has become an increasingly important competent of English lang. Teaching in recent times because language incorpoates with a wider social and culture perspective(<http://www.asian-efl-journal.com>).

Oka (2004) states, "I would like to argue that some of the so-called "universal" aspects in ELT are not compatible with the Asian context, for linguistic but also cultural and historical reasons" (www.asian-efl-journal.com). Being an Asian country, ELT in Bangladeshi context is different from that of western context. In Bangladesh English is learnt as a foreign language. In an articles of Ellis(2007) named " Educational setting and second language learning ' Nayer (1997) states, Foreign -language classroom contexts can be distinguished from second language classroom contexts in that native-like cultural and pragmatic competence is not a high priority in the former"(Nayer's statement quoted from Ellis (2007), <http://www.asian-efl-journal.com> . There are forty five ethnic groups in Bangladesh. They have their own culture that affects greatly their learning English as a foreign language. Thorton (2009) says, "J Piaget and L.S Vygostky both believe that language learning are medicated through social and cultural factors" (<http://www.asian-efl-journal.com>.,p21)

Tribal people are suffering a lot all over the world. D'Souza (2003) opines that tribal communities are geographically isolated and they experiences political, economical and social discrimination. The mainstream ruling elite treats the homeland of the tribal

communities as their internal colony. For the tribal communities the process of becoming a part of the mainstream means a diminishing control on their resources and erosion of their tradition, rituals and cultural heritage ([http:// www.yerukala.info](http://www.yerukala.info), p.2). Indigenous children have very limited access to education and health and suffer from high malnutrition rate and infant and maternal mortality rates. There are ineffective development programmes, lack of access to and distribution of social services, lack of proper transport system in the indigenous communities. Moreover, child labour is high among the indigenous communities and they do not have access to schooling because their homes are too far away from schools (www.aitpn.org/IRQ).

The implementation of English curriculum and CLT are seen problematic since pedagogy imported from abroad conflicts with the social, cultural and physical condition of recipient countries (Holliday, 1994; Pennycook, 1989 and Education Watch, 2002). In a real sense the problem is not with the methodology as Sato and Kleinsasser (1999) and Thompson (1996) put it that if the teachers are not properly oriented on the use of CLT, they rarely practice it in the classroom and very easily go back to their traditional practices. According to Hymes, learning a language does not mean learning only grammatical, lexical or phonological rules, rather it means a learner to be able to use the language in a social situation appropriately. Hymes' ideas of communicative competence faced examination of a group of practice oriented language scholars and finally Canale (1983) revised it. Another results came out from Sullivan (2000) that CLT is value laden and he is rightly seconded by some others, Holliday (1994) and Pennycook (1989 and 1994). They observe the cultural shaping in CLT at an even broader level. Phillipson (1992) and Pennycook (1994 and 1998) oppose the idea of imitating the teaching methods of western developed countries in the non-western developing countries during the previous years. They are in the opinion that education

commences in a particular cultural setting and good teaching is always suited to the specific cultural needs. From the above discussion it is clear that for more success of the communicative approach of English curriculum in the EFL context, a new way of defining CLT and an adequate theory of action for local teachers must be found (Hiep,2005).

The findings of the study are discussed in brief below.

- a) The text book poses extra burden for them as the text uses a large number of unknown words and the topics also do not match with their culture, as a result they feel alien in the classroom. Teachers in the study reported that they practice the language skills regularly and encourage the students to practice at home. teaching of English for these children should be done using both Bangla and their mother language
- b) Arrangement of special coaching in English by the school authority. increase of duration and number of English periods by the school authority

Most of the students wanted to have their English class in both Bangla and English, and a few of them wanted their native tongue to be used in English class. They felt the need for special coaching in English. They also expressed their desire to take part in debate, discussion and other cultural activities in English. In the Indian context Sachindanada (1994) while discussing new perspectives and challenges for tribal education has observed by and large tribal people are poverty stricken and their quality of life is poor, economically as well as educationally. Both socio-economic constraints and lack of motivation and positive attitude towards education and schooling have constantly isolated tribal children from the main stream .Education being a prerequisite from the main stream. Education being a prerequisite for socio-economic development of weaken section, has not been able to bring tangible changes. But the provision of physical facilities, opening of new schools etc have not brought changes up to the level of expectation. Again, the tribal children being mostly of the first generation learners fail to supplement the education efforts made in the school. Parents of these deprived children do not understand and importance of education. Pani (1993) has assessed academic difference of 4th grade children on reading, achievement and cognitive

measures. It is reported that performance of tribal was inferior to non-tribal children. The difference between groups is not because of inferiority in cognitive abilities but due to lack of proper reading, stimulating facilities at home, and development delay and protein deficiency.

Kumar (1990) and Reimaers, Fernando, et al.; (1995), have emphasized need for tribal dialect and special curriculum for these poverty stricken children . Reimaers, Fernando, et al.; (1995), also requested to the policy make to think more and more to set the policy of education on them Kamila (1985) while working an evaluate study of high managed by the Horian (unprivileged people in India) and Tribal welfare department of Orissa revealed achievement of tribal children were lower although of these children were interested in outdoor activities, artistic and social services. Further, these children were inferior in music and drama. Dutta (1983) revealed tribal students were extrovert but low in intelligence, emotional adjustment and perception than non-tribal children. Chan and Stevenson(1995) and Gottfried et.;al (1994) have observed lower level functioning of black male adolescents over other groups are not due to ethnicity or racial variation but due to lack of unstipulated conditions of living and incentives .

We can make draw attention to the General students on Rahman (1999) . He mentioned that at the phonological level, an analysis of similarities and differences in speech sounds, stress and intonation patterns of the native and the target language may indicate potential difficulties for learners. The difficulty of learning the pronunciation of the target language may reflect the degree of difference in the ways the mother tongue and the detergent language organize their sound systems. By the time a child goes to school and begins to learn a foreign language, the articulation's movements are well-established. The target language is different from the mother tongue, does not mean that it is difficult to learn but something which is slightly different. It is very difficult to find out to a foreign language learner that

what is right and what is wrong. It is possible for a foreign two native speakers to differ as to whether items are acceptable or unacceptable. Contrastive Analysis (CA) is based on two major assumptions: that the native language (NL) interferes with the learning of the target language (TL); and that the greater the difference between a structure in NL and one in TL, more difficult it is for the learner.

Sultana (1995) argues that perhaps the single factor that is most responsible for the failing standards of English in Bangladesh is the serious lack of trained teachers. Good books may be written, but if the teacher does not know how to use them, effective language learning will never take place. Therefore, teacher training is the priority issue in the whole of our ELT programme, and needs to be addressed immediately and frontally. Bangladesh often under difficult circumstances, and with very limited resources. (Vollmann, 2009). Due to these Teachers faced some common challenges but utilize diverse ways of looking at their experiences in teaching (Khalema, 2001). Many find out the unsatisfactory performance of English teachers behind the poor quality of English education (Maleque et al., 2004). Some of the research shows that teachers training, use of methods, linguistic issues are main problems in the hill areas for the both General and Indigenous teachers and students.

From the above discussion we can say that a lot of challenges are consisting in the general and indigenous teachers and students in implementing of primary level English curriculum of Bangladesh.

Chapter Three

Research Methodology

3.1 Introduction

This chapter provides a detailed description of the methodology used in this study, where “methodology is defined as the overall approach to research” (Mackenzie & Knipe, 2006). As Mackenzie and Knipe (2006) have commented, the approach includes “systematic modes, procedures or tools used for collection and analysis of data”. Thus the chapter provides how a number of data collection procedures like classroom observation, semi structured teacher interview and guardians interview and focus group discussion with students and analysis techniques were used in this research. This chapter also explore how issues relating to credibility and ethics are addressed in the overall research process. The research questions of this study were:

Research question 1: What are the challenges for the teachers in general schools in implementing English curriculum at primary level?

Research question 2: What are the challenges for the indigenous teachers in general schools in implementing English curriculum at primary level?

Research question 3: What are the difficulties and problems faced by the students in general schools in learning English in the classroom?

Research question 4: What are the difficulties and problems faced by the indigenous students in general schools in learning English in the classroom?

Research question 5: To what extent the general and indigenous teachers and students respectively face problems in implementing English curriculum in their respective classrooms?

These research questions guide the research methods and design of the study . It is argued that research questions must lead the methodology and design (Guba & Lincoln,1994). Doing a study on challenges of English curriculum implementation at primary level for the general and indigenous pupils in Bangladesh is a complex research activity. The researcher had investigated all these research questions to conduct his research. '

3.2 Method of this Study

The research method is important as it provides direction to the selection of research techniques, participants and analysis categories (Merriam, 2002). In this study, a mixed method approach has been adopted, where both qualitative and quantitative data were collected and used to shed light on the research problem and provide responses to the research questions in an appropriate manner. Qualitative method has been used to explore few of the research questions. Some quantitative procedures have been followed to support the qualitative data. For gathering data and information, proper triangulation approach was taken.

3.3 Research process

The piloting and the final phase of data collection were in Rangamati Hill district of Bangladesh. The research process comprised of four research approaches-classroom observations, focus group discussions (FGD), English teacher interviews and guardians interviews. The classroom observation schedule was developed on the basis of the research questions. It has basically focused on the real classroom teaching-learning activities of the English teachers and real learning environment of the students. Focus group discussions were conducted after the classroom observation at each phase. The English teachers' interviews were conducted to know more about their classroom practices and find out the challenges regarding the primary English curriculum implementation. Interview demonstrated

participants' knowledge and opinions regarding the research questions (Merriam, 1998; Patton, 1990). Guardian interviews were focused mainly on the general and indigenous students learning challenges of English.

3.4 Steps in the data collection process

Mixed approach is a complex research endeavour. It is not easy and feasible often to select the parameters completely before fieldwork. In this case, some pilot works are necessary. In this regard, the researcher conducted this study in two stages. The first stage involved a piloting study in the Rangamati of Bangladesh. The piloting study was conducted because it was "a usual way of mapping fields of study" (Arksey & Maley, 2005) that was to determine the direction, including plans for conducting the main study in the same area in Rangamati Chittagong Hill district.

After the piloting phase, here comes the data collection phase. After analyzing the data of piloting phase, the researcher did consultation with his supervisor about the tools appropriateness. According to the advice of the supervisor and the field experiences the researcher edited all the tools for the final phase of data collection. During that time the researcher collected data from the same area of Rangamati Hill District in the piloting phase. But the researcher did not include the samples schools, English teachers, students and guardians of the piloting phase in the final phase of data collection. At the final stage data collection process, the researcher followed the explanatory method. Traditionally, the research denoted by the term explanatory research has been quantitative in nature and has typically tested prior research questions by measuring relationships between variables, the data were analysed using statistical techniques. Here the researcher got an idea from the quantitative data supports to collect the qualitative data (interviews and focus group discussion) mainly.

3.5 Population

The population of this study consisted of all English In Action's (EIA) piloting interventions primary students, English language teachers and the guardians. But the data were collected from some selected interventions primary schools in Rangamati Hill district only where General and Indigenous teachers and students are available in the same classrooms and schools.

3.6 Sampling Technique

Though this study had the huge population, the researcher took a sample from the total population through proper sampling techniques. In order to ensure the cost effectiveness and feasibility of the study, the data were collected from Sadar Sub-District (Upazila) Rangamati Hill District of Bangladesh only. At the same time this district was quite accessible where researcher got General (Bangali) and Indigenous teachers and students within every classrooms in the schools. That is why the study was conducted at sadar Sub-District (Upazila) Rangamati Hill district in Chittagong division of the country. In piloting intervention of EIA had ten (10) schools in each sub-district (Upazila). The researcher took two (2) schools purposive for piloting phase. At the final data collection phase the researcher took seven (7) schools out of nine (9) schools due to the easily accessible and cost effectiveness. One (1) school did not take in the final phase of data collection because it was hard to reach for the researcher. The schools were also selected purposive. All the students were selected in simple random sampling (SRS) through random number table form the seven (7) EIA interventions schools. In piloting phase of EIA they had two (2) trained English teachers in the every school. So, the researcher took them among the English teachers of the schools only. The sample of the guardians selected as purposive due to the easy accessibility and to reach them easily. Because it was really difficult to reach the guardians in

time in the hilly area from the schools. But it was followed that those who took part in the FGD for the guardians' interviews sample were taken only from them.

Table: 3.1 Sample with sampling techniques

Sample	Techniques
Schools	Purposive
English lesson classroom	Purposive
English Teachers	Purposive
Students	Random
Guardians (General)	Random
Guardians (Indigenous)	Random

3.7 Sample Size

The sample in this study consisted of 10 primary schools of Rangamati Hill district. The main participants of this study were the students of class 3, 4 and 5, guardians of the same students, and the English teachers of these schools. Classroom observations were also completed to fulfil the demand of the methodology of this study. The sample size of the each items are given bellow on the followings:

Table: 3.2 Sample Size

Data Source	Piloting Phase		Final Phase	
	General	Indigenous	General	Indigenous
Classroom Observation	2	2	14	14
English Teacher Interview	2	2	14	14
Focus Group Discussion	2	2	7	7
Guardian Interview	2	2	14	14

3.7.1 Selection of Classroom Observation

In mixed method approach research, classroom observation offers opportunity to given direct information for the authentic classroom situation (Edward in Naughton, Rofe & Siraj-

Balatchford, 2001). For example, to find out how the teachers concepts in the classroom, the researcher needed to observe their real teaching practices in the classroom. The researcher did not use participant observation as it could disrupt me from focussing on the detail activities and behaviour that were occurring in the classroom (Merriam, 2002), therefore the researcher adopted non-participant observation approach. This approach made the observation less intrusive and disruptive to facilitate the learners and their teachers to proceed normally with their school activities. The observation made it possible for me to explore the methods, techniques and approaches the teachers were applying in the classroom.

Classroom observation, I first selected the EIA intervened primary schools English teachers. These English teachers were trained by the EIA. As I earlier told it that each school two (2) teachers were trained for English subject only. The researcher observed only those lessons of the teachers' who had the training from EIA. In this study, total thirty six (36) lessons were observed of twelve (12) teachers. The researcher had observed three (3) times each teacher in the same class, same students and same lesson. The researcher was intended to find out the consistency among the lessons practices. Here each lesson counted as an individual observation. This study was conducted between the general (Bangali) and Indigenous English teachers. Here eighteenth (18) lessons were for the General (Bangali) teachers and Indigenous teachers classrooms respectively. Due to lack of the available number of EIA trained English teachers, the gender balance was not ensured.

During the observations I sat on the back bench or just behind the classroom quietly, as I did not intended to interrupt the regular activities of the teachers and students. The time of each classroom observation was apparently 45 minutes. Actually this time was the normal class time which was fixed by the local education office under the order of the Ministry of Primary

and Mass Education (MoPME). These observations were repeated for 2 days in the same classrooms in the same schools of the same teachers.

Before conducting of each classroom observation a rapport was built up with the schools authorities, English teachers and students. I did not interrupt the normal settings and activities of the students and teachers. During the observation I filled up the observation five point Likert scale based checklist. The observation checklist was comprised of seventy five (75) items. I faced some challenges to observe the classrooms. The first problem was on the linguistic problem for communication. Some of the students especially the Indigenous students could not able to communicate in English or Bangla language. They were used to communicate in their own mother tongue of Chakma, Marma, Tripura and some others Indigenous languages. In this situation some Indigenous and General (Bangali) teachers helped a lot. Some head teachers did not allow me to observe the classrooms due to the upcoming Primary Education Completion Examination (PECE). They thought that in my present the normal classroom activities might be hampered. After taking permission from the Local Upazila Education Office I was allowed to observe the classes.

3.7.2 Teachers

In primary level of Bangladesh there were not subject based teachers at all. But here teachers were selected from there who had taken the training from EIA for the English subject only. Here, teacher means those who were practicing English lesson in the schools.

In the piloting phase, there were two (2) teachers who were taken from Bangali (General) and Indigenous respectively. They were interviewed on the same interview scheduled.

In this study, there were fourteenth (14) English teachers who were taken for conducting interview. Seven (7) teachers were from Bangali (General) and Indigenous teachers'

respectively. The English teachers interviews were conducted before and after the class on the same interview schedule. Each interview was calculated as single interview.

A good number of questions were on primary English curriculum that is why the researcher supplied those questions to all the teachers two or three days before conducting interview. The semi-structure interview claims some probing, rapport with interviewee and understanding the aims of the research (Silverman, 2009). That is why the researcher did probing questions as much as required.

The interviews were recorded into the digital voice recorder. These were transcribed into Bangla first then converted into English. Detailed note of those interviews were transcribed from the voice recorder.

3.7.3 Students

In this study, students took part in the Focus Group Discussion (FGD). Here Focus Group Discussions were conducted in two phases. The first phase was piloting phase and the second phase was the final phase which was discussed earlier. The Focus Group Discussions were conducted separately for the Bangali (General) and Indigenous students. Each group was comprised of ten (10) students. To some extent it was not possible to ensure the total number of student in the each group comprised of ten (10) due to sufficient number of student on the particular teacher's and class. So, some FGD, were conducted on eight (8) students of the each group.

The Focus Group Discussions (FGD) was conducted two phases. The first phase was on tools administrating and the second phase was on final data collection.

In piloting study, there were four (4) Focus Group Discussions that were conducted. Two (2) from Bangali (General) and another two (2) from Indigenous students were taken. For these

FGDs the researcher went to two schools. In every school, two FGDs were conducted one (1) on Bangali (General) and another one (1) from Indigenous.

In the final phase of data collection there were fourteenth (14) Focus Group Discussions that (FGD) were conducted. There were seven (7) from Bangali (General) and seven (7) from Indigenous students' group.

In conducting all Focus Group Discussions (FGD) the researcher took half of the Bangali (Bangali) teacher's student and half of the Indigenous teachers' students.

3.7.4 Guardians

The real life conditions of the General (Bangali) and Indigenous teachers and students in Rangamati Hill District are different than that of others. That is why the researcher was intended to know the real learning conditions of the students. In this study, the guardian interviews were conducted in the two phases. The first phase was on piloting study and the second phase was on final data collection.

In the first phase of data collection, there were two (2) interviews conducted for General (Bangali) and Indigenous guardians respectively.

In the second phase of data collection, there were fourteenth (14) guardians interviews that were conducted. Here the researcher took seven (7) form General (Bangali) and seven (7) from indigenous guardians.

3.8 Methods of Research/Tools of Data collection

Four types of methods/ tools were adopted for gathering data, the methods/tools were

- A. Classroom observation checklist.
- B. Focus Group Discussion (FGD) agenda for students.
- C. Interview Schedule for English Teachers and
- D. Interview Schedule for Guardians.

3.8.1 Classroom observation checklist

The researcher had paid his attention to know the real life situation in the English classroom through observation (See Annex 01) checklist to find out the challenges in implementing English curriculum and learning English of general (Bangali) and indigenous teachers and students at the primary level. The observation checklist was consisted of two parts. The first part was on background information as such date of observation, lesson and topic, lesson number, grade, total students in the class, number of present students , name of the teacher , name of the school, sub-district and district etc. The second part was on the checking statements. In the observation checklist, each of the statement was measured on a five point Lickert type scale. The scales of each statement were- strongly agree = 5; agree =4; undecided = 3; disagree = 2 and strongly disagree = 1. Some of the statements were constructed another scale of 'not applicable'. During the piloting of observation checklist, it was found that some of the statements did not give any response from the field but to some extent. All the statements were constructed in the positive statement that is why strongly agree got the highest point like five (5) and the lowest point was one (1) for strongly disagree. The scales were started from strongly disagree to disagree, undecided, agree and strongly

agree. Those types of statement were thirty (30) out of thirty eight (38). Example 1: Teacher does not face any problems to operate the main audio lesson.

Strongly Disagree 1 2 3 4 5 Strongly Agree

There were eight (8) statements out of thirty eight (38) which had an additional scale of 'not applicable'. That scale the researcher used due to the some special cases. It was found that the point based scale was not capable to record any data in the piloting phase of data collection.

Example 2: Teacher has assessed students with listening questions.

Strongly Disagree 1 2 3 4 5 Strongly Agree. Not Applicable

The observation checklist was developed with related to the primary English curriculum. The observation checklist was comprised of English language learning classroom environment, EIA supported technological audio-visual materials issues, teachers' teaching aids, classroom materials and instructional materials, different types of classroom activities in the English Language Teaching (ELT), the lesson planning, teachers attitude and perceptions towards Bangali (General) and indigenous students, practicing the four skills in the ELT classroom and assessment techniques in the ELT classroom. Here the researcher also tried to find out the teacher's instructional language, motivation of teachers and students, students attention to the class. All the issues were related to the challenges of the primary English curriculum implementation to the teachers and students. Data of the observation checklist was analyzed by using SPSS software.

3.8.2 Focus Group Discussion (FGD) agenda for students

A Focus Group Discussion (FGD) agenda (see annex 02) were applied for students to know their opinion about challenges of learning English from their perspectives. The agenda of focus group discussion was consisted of two parts. The first part was on background

information as such date of observation, name of the school, name of the students, grade, duration of FGD, sub-district and district etc. The second part was on the theme based agenda. Example: Students' learning facilities at home. Most of the themes were related to the students' learning perspectives. Themes were focused on their reasonable opinions with a view to make them feel at ease to give their opinion. There were a lot of opportunities to express their opinion freely. The agenda was consisted of fifteen (15) themes. The themes were focused on the feeling, aspirations, expectations and hopes about the learning English. The agenda also comprised of the themes of English learning practices at home and school, school learning experiences, home based English learning support, English teacher, English for Today (EFT) textbook and the challenges, problems, obstacles of leaning English in different types of sources such as home, school, teacher, classmates, peer group and other supports.

Example 1: Challenges/Problems/difficulties/obstacles of learning English.

(Home, school, teacher, classmates, peer groups, textbooks, private tuition etc)

3.8.3 Interview Schedule for English Teacher

In this research, a semi-structured interview schedule (see annex 03) was used to collect data from the English teachers who had taken English In Action (EIA) interventions training on English. The semi-structured interview is quite extraordinary – the interactions are incredibly rich and the data indicate that you can produce extraordinary evidence about life that you don't get in structure interviews (Dowsefit, 1986). Interviews are considered as effective method of data collection in this mixed research because it allowed me to explore “the meaning that lie behind the observed behaviour or documentary evidence ” (Wdwards in Naughton, Rofle & Siraj-Blathford, 2001). Though interview, the researcher was able to explore the purpose of the research to the participants and cleaned up any misconceptions

(Jane, 1995). The structure of the semi-structure interview made up two parts. The first part was on background information and linkage questions like name of the teacher, gender of the teacher, academic qualifications, year of experience, teaching experience as the English teacher and the training on curriculum and English subject etc. In the semi-structure interview schedule, the questions were related to their professional practice and its challenging issues, the difficult and problematic topic/subtopics in the textbook of English for Today (EFT) at grade 3; 4 and 5, for understanding to the Bangali (General) and indigenous students, the inappropriate objectives, competencies, and contents in the primary English curriculum, the challenges on the EIA supported audio-visual materials of and others issues which are related to this study. In the classroom of Rangamati hill district has the linguistic problem that is why the researcher also intended to know the linguistic problems of teaching and classroom communication. Example 1: According to your opinion are there any inappropriate objectives, competencies and content for the General (Bangali) students in this primary curriculum and textbook?

Grade/Class	Inappropriate Objectives	Inappropriate competencies	Content
III			
IV			
V			

Example 2: According to your opinion are there any inappropriate objectives, competencies and content for the Indigenous students (like Chakma, Marma, Tripura, Bomm etc) in this primary curriculum and textbook?

Grade/Class	Inappropriate Objectives	Inappropriate competencies	Content
III			
IV			
V			

Example 3: Do you face any linguistic problem for teaching English? If yes, what are these?

At the end of the interview scheduled the teachers were also asked to know the overcoming suggestion in implementing primary English curriculum at primary level in Bangladesh.

3.8.4 Interview Schedule for Guardians

In this study, a semi-structured interview schedule was developed for the guardians (see annex 04). The semi-structure interview scheduled was divided into two parts. The part one was on the background information about the guardians which was mainly focused on their basic information, family status, number of children, monthly income etc.

The second part of the semi-structured interview scheduled was developed on the students' physical facilities at home, supports from the home for English learning, issues raise in the hilly area, teachers' behaviour to their child, difficult and dissimilarities issues in the English for Today (EET) books, learning challenges from the guardians perspectives etc. The researcher also asked them to know the better way of learning English from their point of view. Example: What types of support your child gets from you of learning English?

(Like. English practices, consciousness development, are there any gap? If yes, then go deeper through probing).

3.9 Tools Piloting

Piloting gives the researcher the opportunity to find out if the question are yielding the kind of data required and eliminate any questions which may be ambiguous or confusing to interviewee or others (Nunan, 2010). Before administrating, the observation checklist, focus group discussion, English teacher interview and guardians interview were piloted with four (4) classrooms through classroom observation checklist, four (4) the English teacher interview with semi-structure scheduled, four (4) Focus Group Discussion (FGD) with FGD

agenda and four (4) guardians interview respectively. Here Bangali (General) and Indigenous teachers-student and guardians ratio were equal. The researchers tried to examine whether they understood the items or not. Any ambiguous found during this piloting were clarified for the respondents and recorded for the further revision of the observation checklist, semi-structure teacher interview schedule, agenda of focus group discussion and guardians interview.

3.10 Data generating process

At first the researcher edited all the gathered data through different instruments. Then he differentiated the filled up instruments according to different area and size. After that the researcher tailed the opinions given in the classroom observation checklist, interview scheduled of the teacher interview, focus group discussion and guardians interview schedule.

3.11 Data management

A database was developed in the computer. Researcher kept it very confidential into his personal computer (PC). No one except the researcher and his supervisor did deal with the data management. A master folder was made for maintaining all the data in the computer. Under the master folder sub-folders were made for the each item of data like classroom observation, teacher interview, focus group discussion and guradains' interview. There was a folder on others items like pictures, classroom videos etc. All the folders were kept confind under controlling in password.

3.12 Data analysis technique

Researcher used very common but essential program of SPSS: 10 and 12 software and Microsoft office excel program. Data were presented in a tabular frequency form. Simple percentage was prepared to give a meaningful sense about the frequency, every table of data and items were interpreted simultaneously. The score were tabulated and every item was analyzed separately. The analysis was done in percentage and mean score. All scores of each item were present in separate table.

3.13 Data Analysis

Data analysis is a part of research (Caffey & Atkinson, 1996). The analysis is giving to answer researcher's research questions (Nunan, 2010). In the first stage, the observation checklist data (mainly quantitative in nature) were descriptively analysed using the statistical package. For this analysis was to construct, through descriptive statistics using SPSS 17 statistical program to calculate the frequencies, percentage, mean value and missing value of the scores coefficients, exploratory factor analysis, multivariate analysis of variance, and correlations between variables were calculated. Rating type item sought teachers views and student response in the classroom context of the teachers practice in their English teaching on the basis of curriculum as a five point scale (Strongly agree, agree, undecided, disagree and strongly degree). Data were presented in a tabular frequency form. Simple percentage was prepared to give a meaningful sense about the frequency, every table of data and items were interpreted simultaneously.

In the second stage, case data that were qualitative in nature (English teacher interview, focus group discussion and guardians interviews) were analyzed as discussed in the following paragraphs. The interviews were recorded and the transcribed data were micro analyzed (Strauss & Corbin, 1998). This process involved considering the data from the actual words uttered by the teachers, students and guardians the interviews interpretations of these accounts. Pattern coding (Miles & Huberman, 1994) was selected as the most appropriate method of reducing the data since such method identifies emerging themes, which are then organized into meaningful groups. Cross case data analysis procedure (Stake, 2006) also used in this study.

All the interviews with English teacher interview, focus group discussion and guardians interviews were conducted in Bangla the official language of Bangladesh though the tools

were developed in English. For better understanding all the interviews and FGD were digitally recorded. The digital recordings were transcribed into Bangla then converted to English. After transcribed all the scripts were verified to the all interviewee .It was found that some of the interviews and FGD had some language barriers because some of the indigenous teachers, students and guardians. To some extent they used their mother tongue in the interview. The researcher took it very positively and did not stop them on that particular time. The transcripts were prepared with as much as the researcher could include after listening to the recording. However, as the manners in oral language and written language are often (Kvale, 1996), in preparing the transcripts the researcher did not include every repetition or hesitation, for did the researcher include any laugh or pause into the transcriptions. In order to ensure the credibility of the transcribed data (Silverman, 2006 and Cresswell, 2007), the transcribe version (Bangla version) were seat back to the participants who confirmed the accuracy of the transcripts.

In the following Miles and Huberman (1994), lists of code or categorie were identified in the transcripts as they emerged from the data. However, it may be worth nothing that the analysis approach adopted in this stage could introduced a degree of subjectivity due to the fact that judgements were made by the me (as a researcher) as to the mainly continued within the data.

3.14 Validity and Reliability

The validity of this study is maintained by the employing both quantitative and qualitative data collection and analysis methods. The interview schedules, observation checklist and agenda for FGD draws on Savignon and Wong (2003), and was piloted in a similar context to study area to maintain its validity. As the classroom observation data based on the researcher judgement because it was scale based, there can be discrepancies, which will affect the

reliability. However, the validity and the reliability of the analysis was maximised through researcher own confidentiality.

3.15 Ethical Considerations

While conducting each of the steps of the research, the research was concerned with the ethical issues of research. Qualitative and quantitative research often raise ethical issues which need to be addressed and this research is certainly no exception. “The researcher is moving into indigenous and main stream teachers' and students' daily lives, talking to them, observing them, asking them questions, thinking about what they are saying ,writing about what they are saying, analyzing what they are doing, and sometimes being critical about all this things. Some would consider this an inherently unethical activity”. (O'reilly, 2008). This research may go through the social issues of Indigenous and General people. So any set of rules or guidelines that attempt to define typical limits for all human research raises controversy among members of the scientific community and others segment of society (Best, 2005, p: 44).The researcher has to be more thoughtful, more informed, more reflexive, and more critical of his actions, perspectives and responsibilities while conducting each of the steps of the research. According to the John W Best appropriate official approval prior to conducting research, and they provide accurate information about their research purpose. In this regard the researcher collected data in the schools with request letter from his supervisor. Before starting data collection procedure, he took the oral and written permission of the school Heads .This research is based on Focus Group Discussion (FGD), Interview and Observation. Focus Group Discussion and interview conducted face to face. Face to face interviews completed in a private setting in which environments made to make the interviewees feel comfortable, at ease. The educational research studies on typical classroom practices have some element of risk (e.g., use of time that could be better spent, possibility of

confidential information becoming known to others, etc.) (Best, 2005, p: 44) In the classroom, while observing, researcher did not try to interrupt the classroom activities anyway. In the beginning of each new class, researcher introduced himself and the purpose of observation. He also did this before interviewing the teachers. In the school the researcher always abide by the rules and regulations of the schools and show respect for the values they nourish. The researcher also kept it up in his mind to show the respect on local culture, religious values and language. Students, teachers and guardians were assured all data would be kept confidential. They would be made available only to the researcher and his supervisor. Student's identities would be protected. Pseudonyms would be used in audio transcriptions and the data would be presented without identifying individual students. Moreover, they were informed of their freedom to withdraw or discontinue from the research at any time. Data collected from the field and edited without any manipulation. No one except the researcher did deal with the data.

Chapter Four

Data Analysis and Presentation

4.1 Total number of respondents

Table 1 shows that the total number of general and indigenous students in English classes was 1230 among whom 570 and 660 students were indigenous and General (Bangali) students respectively. It was found that Bengali students were more in number than the Indigenous students in English classes. This table also has shown that total number of teachers were 10; 5 from General (Bangali) and 5 from the Indigenous community. In this study total 20 guardians were selected for interview among them 50% were General (Bangali) and 50% were Indigenous community.

Table=1: Frequency and Percentage of Respondents (Students, Teachers and Guardians)

Types of Students				Types of English Teachers				Types of Guardians			
General		Indigenous		General		Indigenous		General		Indigenous	
Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
570	46.34	660	53.66	5	50	5	50	10	50	10	50
Total (n) = 1230				Total (n) = 10				Total (n) = 20			

4.2 Class wise number of students and their attendance

Table 2: Class wise number of students and their attendance

Class Three				Class Four				Class Five			
General		Indigenous		General		Indigenous		General		Indigenous	
Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
258	55.72	49	11.32	146	31.53	303	69.98	59	12.74	81	18.71
Total (n) = 307		Total (%) = 34.26		Total (n) = 449		Total (%) = 50.11		Total (n) = 130		Total (%) = 15.63	

The data of table 2 came from the classroom observation and school admission records. It was found that the General students in class 3 were 258(55.72%) and Indigenous students

were 49 (11.32%). In class 4 General students were 146 (31.53%) and Indigenous students were 303 (69.98%). The General students were 59(12.74%) and Indigenous students 81 (18.71%) at class 5. According to the class wise total students were 307 (34.26%) at class 3 class 4 were 449 (50.11%), and class 5 were 130 (15.63%) respectively.

4.3 Teachers' Training

Table 3: Teachers' Training

Sl. No	Name of the Workshop/Training	Type and Venue	Place	Year	Duration
01	Subject Based Training on English (TI:01I,02G,03I,04I,05I ,08G) Subject Based Training on Bangla (TI:01I,02G,03I,04I,05I ,07G) Subject Based Training on Science (TI:01I,02G,03I,04I,05I)	Local, URC	Rangamati Sadar	2007	5 days
02	Subject Based Training on Social Science (TI: 01I,02G)	Local, URC	Do	2008	6 days
03	Development Intellectual Ability (TI:1I,02G)	Local, URC	Do	2008	05 Days
04	Quality Improvement in Classroom (TI:01I,06I)	Local, URC	Do	2009	03Days
05	Better Education (TI :01I)	Local, URC	Do	2009	03Days
06	Inclusive Education (TI :01I,02G)	Local, URC	Do	2010	06Days
07	English In Action workshop(TI:08G, 09I, 10I)	Local, URC	Cox's Bazar	2011/ 12	06Days

From the teachers' interview it found that all teachers got the subject based training on Bangla, English, Social science and Science. Three teachers received EiA workshop on English. Six teachers (Two on each) got development intellectual ability, quality improvement in classroom and Inclusive education training. The duration of each training course was 5 or 7 days.

4.4 Class load

It was found that from the teachers interview and class school routine most of them have 3 or 5 classes in daily. They mentioned that these classes create more workload to them.

"I have two English classes in class 4 and 5. My total class is 5 on each day in different subjects. It's really difficult to conduct 5 lessons on each day to me" (TI: 01I, 03G, 07I)

According to the students' opinion from their focus group discussion (FGD).

Our teachers are madam took frequent class. One madam took 3 classes at a time. Sir also took 2 or 3 classes each day. Actually, number of teacher in our school is poor. (FGD: 02I, 05I, 07G, 10G)

4.5 Class duration

Table 4: Class duration

Teacher has finished his lesson within the particular time						
Type of teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Grand Total
Indigenous	20.00%	20.00%	13.33%	13.33%	33.33%	100.00%
General	73.33%	13.33%	0.00%	6.67%	6.67%	100.00%
Grand Total	46.67%	16.67%	6.67%	10.00%	20.00%	100.00%

The percentage of teacher had finished his/her lesson within the particular time were

Indigenous teachers strongly disagreed 20% and disagreed 20%. Where 13.33% were same percentage in undecided and agreed teachers respectively. Where 33.33% strongly agreed about it. General teachers were strongly disagreed 73.33% and disagreed 13.33% where 0% percent is undecided, the percentage of agreed and strongly agreed teachers were 6.67% same in number.

There was a theme into Focus Group Discussion (FGD) about the lesson presentation. Researcher wanted to know about the class timing. The students urged that.

Our teachers class time is vary teacher to teacher. Class time not only depends on teacher but also tiffin time also. Generally our classes hold at best 30 minutes to 35 minutes. (FGD: 04I, 05I08I, 01G, 09G)

About the class duration most of the teacher made their comments. They said that their class time is not sufficient to finish a lesson perfectly. Some of the teachers were not complete their class schedule time. In this regards, teachers stated that.

Our actual class time is 35 minutes but we have to take 1 hour for our coaching class. (TI: 01I, 2G, 5G,).

One hour is sufficient for the a good English class on the other hand 35 minutes class is not appropriate to cover the total task of a class . Due to the lack of time I could not

able to collect the class work from the all student. Such type of class good student can prepare their class work in time. After completing their work I used to busy on them but those who could not finish their work I could not reach them. (TI: 011)

Most of the times my colleagues used to awaiting in front of my classroom but my lessons were unfinished. Some Indigenous students are not regular in school regularly. That's why we need to repeats the lesson again. To take an English class in short time is also challenging for me also. As an English In Action (EIA) trained teacher I need to take class in English. (TI: 031, 041, 07G, 08G,)

I think this time is not sufficient to my class. I already told it to the Upazila Education office (sub-district) and Teacher Development Coordinator (TDC) of English In Action. There is a good number of students in my class .The class time is short but work a lot. (TI09I)

4.6 Lesson Plan Based Class

Table 5: Lesson plan based class

Teacher has brought the lesson plan							
Type of Teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Not Applicable	Grand Total
Indigenous	80.00%			0.00%	13.33%	6.67%	100.00%
General	60.00%			6.67%	33.33%	0.00%	100.00%
Grand Total	70.00%			3.33%	23.33%	3.33%	100.00%

Some teachers are used to making lesson plan and some are not. A general percentage are, Indigenous teachers strongly disagree 80% about it where the number of disagree and agreed teachers are 0% but 13.33% strongly agreed with lesson plan and 6.67% found not applicable. And the General teachers strongly disagreed 60% agreed 6.67% and strongly agreed 33.33% where the number of Disagreed, undecided and not applicable teachers are 0% percent.

Researcher wanted to know about the lesson plan to the teacher through interview. They said that they did not prepare the lesson plan all times. They used to follow the Teachers' Guide (TG). If they follow the guide, they could conduct the class very smoothly. The lesson plan is day based lesson plan. Their comments are given bellow.

“No, I do not prepare lesson plan. Actually it is very difficult to prepare three lesson plans for a teacher. I used to take a preparation for the next day .Before entering the class I set a plan on what I will take the class. Recently I have prepared a lesson plan on Homes rhymes.” (TI: 01I, 03I, 06I, 05G, 09G)

Lesson planning condition was found same to the General and Indigenous teachers.

4.7 Clarity of the lesson objectives

Table 6: Lesson objectives clear to the students

Lesson objectives are clear to the students						
Type of teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Grand Total
Indigenous	20.00%	13.33%	6.67%	46.67%	13.33%	100.00%
General	26.67%	0.00%	0.00%	20.00%	53.33%	100.00%
Grand Total	23.33%	6.67%	3.33%	33.33%	33.33%	100.00%

Lesson objectives were clear among students, Indigenous teachers Strongly disagreed 20%, disagreed 13.33% , undecided 6.67%, agreed 46.67% , strongly agreed 13.33%. Where the percentage was different to General teachers, like, they strongly disagreed 26.67%, undecided is 0%, 20% agreed, and strongly agreed 53.33%.

In this regards, researcher wanted to know from the students through FGD whether the English teacher make clear about lesson objectives or not. The FGD opined as follows.

Our madam makes open the lesson objectives to us but sir did not do it. After starting the class we entered the lesson content that time we assume the lesson objectives. (FGD: 03, 06, 07)

4.8 Mother tongue challenges in classroom

During the classroom observation and teacher interview teachers were urged to use Indigenous mother tongue for teaching-learning activities. On the other hand Indigenous students feel comfort to use their mother tongue as classroom language. Teachers feel very mortified situation to facilitate their class due to language barrier. The teachers comment as follows.

Actually English is not their mother tongue if I use such language in the class they could not able to understand. Then I talk to them in their mother tongue then they can understand. So, I have to use these languages to my class for students' better understanding. (TI: 01I, 03I, 04,10I).

I can understand but I could not speak. No, I don't use the language of Chakma in the classroom. Sometimes the Chakma students couldn't able to understand in English. That time I use Chakma language for their understanding. In Chakma language they can learn and understand very easily. (TI: 08G)

At the same time one teacher stated that if he uses Indigenous language then his students able to understand very first. Most of the teachers were agreed in this issue in their interview. His comment is given bellow.

Yes, I Know the Chakma, Marma, etc. Yes, I do use the Chakma language. I just use it as the fun. It's really works well. (TI: 06I)

There was a theme from the students about the preferable language in the English class and teacher language in the English class. The students' comments are given bellow.

We would like to learn our English lesson in English and our mother tongue .Most of the time we faced problem in English. If the teacher translate that words in our Indigenous language that would be better for us otherwise we fall in problem. (FGD: 02, 03, 08)

We want to learn English lesson in English language and Bangla mixed. But most of the cases teacher teaches us in Bangla. Some of my Indigenous student could not able to take it but they try. (FGD: 07G, 10G)

4.9 Linguistic Challenges

There was a statement into classroom observation checklist about the teacher language's difficulty. Teachers' language is difficult to the Indigenous student. This was strongly disagreed by 13.33%, disagreed by 13.33%, agreed by 53.33%, strongly agreed by 20% by the Indigenous teachers. On the other hand strongly disagreed by 46.67%, disagreed by 20%, agreed 0% and strongly agreed 33.33% by the General teachers.

Table 7: Teacher language is difficult

Teacher's English language is difficult to the students						
Type of students	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Grand Total
Indigenous	13.33%	13.33%		53.33%	20.00%	100.00%
General	46.67%	20.00%		0.00%	33.33%	100.00%
Grand Total	30.00%	16.67%		26.67%	26.67%	100.00%

In teacher interview it was found that both teacher and student faced problem in vocabularies, sentence making and rearranging. Some teachers tried a lot apply different types of techniques to cope up the students' challenges but failed. Teacher argued that students used to go to coaching centres and private tuition for their better learning. They also said that we would not able to deal with them hard words. The teachers' interview acknowledgement are given bellow.

We have to pay a lot of times to find out the meaning from dictionary. At the same time students get stuck to know the meanings of such words. Rearranging and make sentences do not exist in the textbook. Sometimes could not able to fulfill their demands due to this students are going to coaching centres and private tuition. (TI: 02G, 05G, 08G, 06I.)

Pronunciation problem is very acute in the daily life. Actually the practicing environment is not consisting in their surroundings. No one can help them to learn pronunciation from their family even the environment also. (TI: 02G)

Yes, I face linguistic problem in the classroom. I can speak in small size sentences and words otherwise I can well. Sometimes I use gesture to make the words as meaningful. (TI: 05I)

I think the indigenous students feel very comfort to use their mother tongue in their classroom communication. The Chakma and Tonchongga communities' student feel free to use their mother tongue. The Indigenous teacher of our school used to use their languages in their classroom. (TI: 08G)

Yes, I face linguistic problem in my teaching. When I face such problem I use the other communities' students to make the lesson or topic meaningful to them. Tripura and Marma are the main problems. I think Marma language is the main obstacles for us. Marma is the most difficult language to me. (TI: 09I)

I have to adopt some techniques for their understanding. At first I use Bangla language for their easiness. I use different types of gestures. These kinds of teaching techniques helps them to easily understand but it takes a lot of times. Sometimes they could not understand English vocabularies. As such, sometimes I want to teach some word through showing some pictures but they would not understand. If I spoke in Bangla or Chakma then they understand. (TI: 03I, 04I)

According to the FGD some students reported that they faced problem on teacher's language. If the teacher helped them through their own mother tongue then it became easy to them.

Actually we could not able to understand in English that is why madam helped us. She clarifies lessons very well for us. She gives the Indigenous language meaning. (FGD: 02I, 06I)

Sometimes our English teacher used difficult English then we request her/him to make it easy in Bangla. Mam and Sir translate it Bangla then topic became very easy to us. (FGD: 07G, 10G)

Some guardians reported over the linguistic issue of the students. Here the guardians comments.

He faced some problems which we do not solve him sometimes. Sometimes teacher do not use Bangla and Chakma language that is why he fells problems in English. He has no private tutor. His family has not sufficient amount on money. So, that he could not prepare his lesson timely. (GI: 15I)

4.10 English vocabulary issue

When English vocabularies had been used by the teacher were easy to understand to the student. Indigenous teacher strongly disagreed 13.33%, disagreed 60% and 6.67% were undecided % while general but agreed 13.33% and strongly agreed 6.67% while general teachers strongly disagree percentage was 0%, disagreed 26.67% ,agreed 16.67% and strongly agreed 20%.

Table8: English teachers vocabularies

English Vocabularies have used by the teacher are easy to understand to the students						
Type of students	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Grand Total
Indigenous	13.33%	60.00%	6.67%	13.33%	6.67%	100.00%
General	0.00%	26.67%	6.67%	46.67%	20.00%	100.00%
Grand Total	6.67%	43.33%	6.67%	30.00%	13.33%	100.00%

Teacher interview and classroom observation showed that vocabulary is a great problem. Student could not able to pronounce correctly.

For class 3: Taste, Post master, favourite sports (Pronunciation and spelling), eraser, land, borrow, cold, cannon, cousin, needle, seating. (TI05G, 06I)

Class 4: Magic, Graphs, history, Grandfather, grandmother, especially, crowded, vacation, summer vacation, museum, etc. (TI08G)

For class 5: Ulcer, kindness, parents, excitedly, curiosity, forward, students, land etc. (TI: 01I, 04I, 06I, 09G)

Difficult vocabulary was an issue to the students in their FGD. Some of students confirmed that they faced problematic situation to understand teacher's vocabularies. They tried a lot but somehow could not able to decode it.

...Some words which are given in different lesson into books that creates problem to them. The problem is two ways one is teacher's language; secondly textbook's vocabularies. But if we notice it to the teacher then they help us most of the times. (FGD: 02I, 09G,)

Yes, she faces some problems especially for the vocabulary, questions-answer etc. (GI: 20G)
He could not understand the words on disyllable and polysyllable. That time I used to spell out of those words. (GI: 19G)

4.11 Challenges of teaching English

There was a statement on the problems/obstacles and challenges of teaching English in the teacher interview schedule. The challenges are given below under some sub-themes.

4.11.1 Application of Methods

The researcher wanted to explore the status of practicing group work in classroom. It was found that the Indigenous teacher were strongly disagree 33.33% and 6.67% disagree 6.67% Where undecided percentage is same 6.67% but the number of agreed teachers 13.33% and strongly agreed 20% . The general teachers strongly disagree 33.33% and disagree and undecided percentage is 0% and agreed were in percent while 60% were strongly agreed regarding the group work. Here we found 6.67% as not applicable.

Table 9: Group work practice in classroom

Teacher has practiced group work in the class							
Type of Teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Not Applicable	Grand Total (%)
Indigenous	33.33%	6.67%	6.67%	13.33%	20.00%	20.00%	100.00
General	33.33%	0.00%	0.00%	0.00%	60.00%	6.67%	100.00
Grand Total	33.33%	3.33%	3.33%	6.67%	40.00%	13.33%	100.00

Table 10: Pair work practice in classroom

Teacher has practiced pair work in the class							
Type of Teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Not Applicable	Grand Total
Indigenous	33.33%	6.67%	13.33%	6.67%	26.67%	13.33%	100.00%
General	53.33%	0.00%	0.00%	0.00%	40.00%	6.67%	100.00%
Grand Total	43.33%	3.33%	6.67%	3.33%	33.33%	10.00%	100.00%

If we notice the percentage of teachers who practice pair work in the class we found the Indigenous teachers strongly disagreed 33.33% and disagreed 6.67% where undecided and not applicable percentage is same in both 13.33% and 13.33%. There were 6.67% agreed and strongly agreed percentage is 26.67% among them. When it's about general teachers the percentage strongly disagreed were 53.33% while disagreed were 0% percentage and 0% still undecided and agreed, but strongly agreed 40%, and not applicable percentage is 6.67% in total.

During group work creates a noisy environment. Classroom became mismanagement in quiz practice period. The clever students were not participating in group or pair work. CNG is the main transportation to the student for coming school but today is strike. That is why they could not come here (Day 2). During the rainy day students could not come to the school smoothly. (TI: 011)

Due to the time limitations it's not possible to engage all students at a time. That is way I have to stop some students then they feed up on me. So, role playing is a challenging and problematic task. Here is important information that class 3 students do not feel free to participate in the role play on the other hand class 4 and 5 students feel ashamed of playing role in the class. (TI: 031)

Arranging the game, role play and pair works are the main problematic for me. Sometimes students could not work well in individually. (TI: 09I)

We have a time constant but some topics take more time than projected. So, it's another problem for us to fulfill the curriculum in the due time. (TI: 05I)

Researcher wanted to know from the students through lesson presentation section in the FGD about teacher's methods. The replied nicely.

Sometimes teacher/s presents the lesson through very interestingly through group work, pair work and materials. It a big chance to keep in touch to my nearest friends and make a gossip with joy. We used to participate in the lesson as well as we make some fun also. Yes, it creates some noise in our classroom but these give us refreshment in the school and class. These types of class are really enjoyable. (FGD: 01G, 07G, 10G02I, 08I)

4.11.2 Teaching aids

Table 11: Problems of using teaching aids

Teacher has faced problems to use teaching aids						
Type of teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Grand Total
Indigenous	40.00%	0.00%	13.33%	26.67%	20.00%	100.00%
General	26.67%	6.67%	13.33%	40.00%	13.33%	100.00%
Grand Total	33.33%	3.33%	13.33%	33.33%	16.67%	100.00%

It was found that from the classroom observation some of the teachers about using teaching aids in the classroom. Among 100% Indigenous teachers 40% strongly disagreed on using teaching aids where totally disagreed percentage is 0%, and 13.33% could not decided yet. But there were 26.67% who agreed and 20% strongly agreed regarding this teaching aids. But the General teachers strongly disagreed were 26.67%, disagreed 6.67% nearly about 13.33% are still undecided, but among them 40% agreed and 13.33% totally agreed.

We have not sufficient amount of teaching aids. We have teaching aids but not sufficient. I used to practice the quiz. The fell fair, they would not like to response in my class. They feel fear. They would not like to talk to us. (TI: 06I)

4.11.3 Challenges Associated with using audio-visual materials

From the classroom observation, researcher wanted to explore the status of the teachers problem to operate the main lesson audio from the iPod. The percentage are Indigenous teachers strongly disagreed are 80% and disagreed 20%. Where the number of undecided, agreed and strongly agreed are 0%. On the other hand general teachers perspective strongly disagreed are 26.67% and disagreed 13.33% where 46.67% undecided and 6.67% and 6.67% percent are agreed and strongly agreed.

Table 12: Problems of using- audio materials

Teacher does not face any problems to operate the audio materials						
Type of teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Grand Total
Indigenous	80.00%	20.00%	0.00%	0.00%	0.00%	100.00%
General	26.67%	13.33%	46.67%	6.67%	6.67%	100.00%
Grand Total	53.33%	16.67%	23.33%	3.33%	3.33%	100.00%

From the teacher interviews they confirmed that they faced challenges to use audio visual materials. Here audio -visual materials means poster papers, flash cards, figurine and iPods or mobile phones.

I face the problems to use the teaching aids. I could not understand which one I use first. Practicing the games make haphazard in the classroom. (TI: 07G, 011)

I don't operate iPod. In a few months ago EIA gave us mobile set for classroom purpose that time I can operate it very easily. Poster presentation is a difficult task. Due to the fold of the posters our posters getting lose its quality. (TI: 02G)

During the flash cards distribution students make very noise and haphazard in the classes. When I show the new poster then students do more noise. Students demand more and more from me and iPod. They wanted to listen more songs and rhymes from the iPod. I used to manage the class through rounding the whole class. I used to do the classroom management again and again. (TI: 08G)

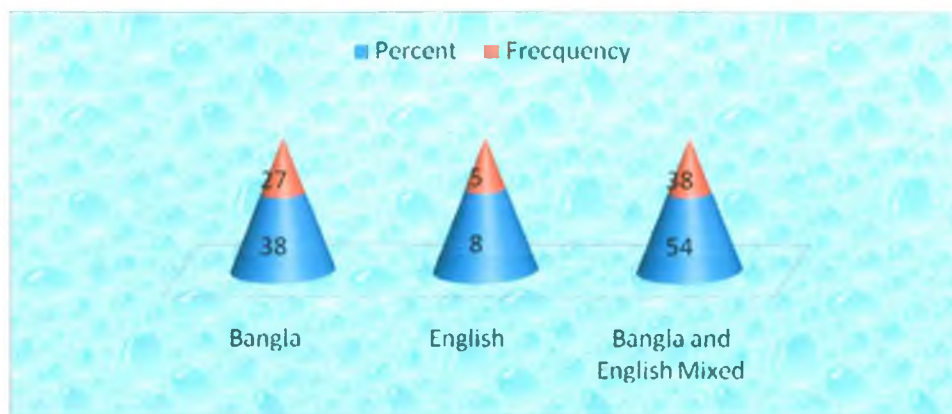
Due to the lack of flash cards students do quarrel in the classroom. Quarrelling hamper the classroom activities. Posters do not saw the student properly. They do not take part in poster based activity due to the fairness. Our iPod and Block rocker do not work properly. We told it to the EIA team but they did not take proper curative measure on its. We could not control the class in the practicing the game. (TI: 09I)

Researcher wanted to know the students perspectives about the materials issue in English classroom. The student made open their opinion about the materials issue.

We feel very happy when teacher bring iPod, mobile phones, poster papers and other materials for my class purpose. Block rocker make marvelous sound in the class. It's a good source of pleasure to us. But during the flash cards distribution time our friends make noise and class became haphazard. (FGD: 06I, 09G, 10G)

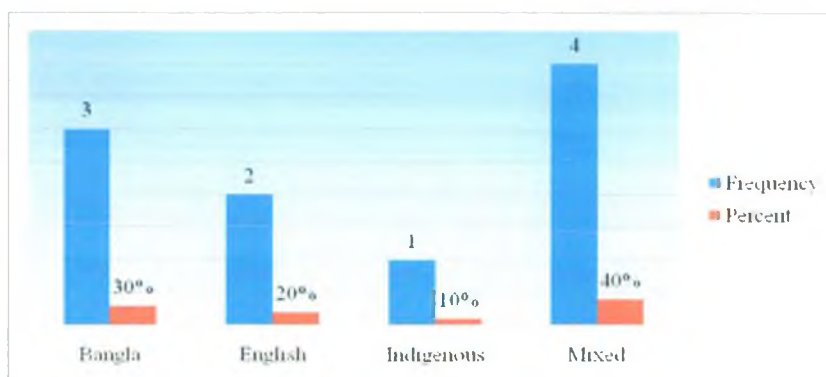
4. 11.4 Medium of instructions

Figure 1: Medium of Instructions (Student’s view)



From the FGD with students there were thirty eight (54%) students commented on class conducting language was Bangla. Five (8%) students commented on English language and twenty seven (38%) students were commented on both Bangla and English of class conducting language.

Figure 2: Medium of Instructions (Teacher’s view)



A question was set up for the English teachers to know their class conducting language .There were three English teachers (30%) said that they used totally Bangla. Two teachers

(20%) used English. One teacher (10%) used Indigenous language and other four English teachers (40%) said that they used mixed.

According to the students opined from the FGD. They opined that teacher used Bangla, English,

They also claimed that it was quite impossible to use our languages (Indigenous Students) because these are so many. A teacher could not use all languages within a single class. But sometimes teachers used indigenous languages, Bangla and English. Mixed language is also available in the English class. (FGD: 01G, 07G, 02I, 06I)

4.12 Environmental Issues

Table13: Learning environment

Status of comfortable environment in the classroom						
Type of teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Grand Total
Indigenous	40.00%	20.00%		33.33%	6.67%	100.00%
General	20.00%	13.33%		13.33%	53.33%	100.00%
Grand Total	30.00%	16.67%		23.33%	30.00%	100.00%

The classroom observation has shown a status of comfortable atmosphere in the classroom where Indigenous teachers strongly disagree 40% and disagree 20% but the number of agreed indigenous teachers were on 33.33% and strongly agreed 6.67% where Undecided percentage is 0%. And the General teachers on this issue strongly disagreed 20%, Disagreed 13.33% again the number of Teachers who agreed were 13.33% and strongly agreed 55.33% where Undecided teachers were 0% in number.

Some teachers reported that the classroom environment is not suitable and healthy for the students. To some extent the environment hinder the learning environment.

A very dirty environment, air pollution and raw water near side of the classroom are hinder to a healthy environment of the classrooms. I do not make any fare environment. I am trying the best to be jolly in the classrooms.(TI01I,09G)

Our school is not healthy because the rainfall water falls into the classroom. There are a lot of wastage benches in the classroom. Actually we have no extra room or place to shift them. These are the government property so we could not keep these in a free space. Our classroom size is very small. So, there is no sufficient space to move the whole class. Now the classrooms are very much congested.(TI02G,03I,04I)

School is covered by the hill. Due to this we do not get any light and air circulation in the school campus. Some insecticides affect to the teachers and students. These insecticides are more than dangerous then the mosquito. The insecticides carry

poison. When there have a few amounts of air then the insecticides raise high. (TI: 05G, 06I).

Some of the students reported that their environment is very ordinary. Their comments are given bellow.

Our financial conditions are not well. These houses do not give a better environment. During the rainy season we fall in trouble. This type of environment can't give a better leaning. (FGD: 02I)

4.13 Lack of Cultural responsiveness

Table 14: Students participation in lesson

All students are involved in participatory approach in the lesson						
Type of teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Grand Total
Indigenous	20.00%	20.00%	13.33%	26.67%	20.00%	100.00%
General	0.00%	6.67%	13.33%	0.00%	80.00%	100.00%
Grand Total	10.00%	13.33%	13.33%	13.33%	50.00%	100.00%

All students were involved in participatory approach in the lesson, Indigenous teacher strongly disagree 20%, disagree 20%, there were 13.33% undecided. On the other hand general teachers strongly disagreed 0%, disagreed 6.67%, 13.33% undecided but 26.67% and 20% strongly agreed.

Teacher argued that students were found interactive to their fellows. Some of the General and Indigenous would not like to seat each other side. The teachers statements as follows.

Bangali students seated separately in the classroom but I do not support them. I ask them to seat in the mixed setting. It is my practice to rearrange the setting of the student. Here most of the students are poor. They do not take food regularly and they haven't good school dress also. (TI: 01I, 06I)

The students do not feel any interest to take part any conversation or participatory activities. All the students whether they are Bangali or Indigenous they feel very shy. I think this student feel much more uninterested in writing activities. (TI: 08G)

The Focus Group Discussion (FGD) comments are given bellow.

Our Bangali friends don't share with us. If I seat down besides them then we can't exchange our feelings smoothly. If we sat down with my community fellows then we can share our views very easily. (FGD: 04I, 05I, 08I)

4.14 English Learning challenges at home

There was a theme to the students in the FGD about the learning challenges at home. Most of the students reported that learning challenges were prevailing in their home. They do not get proper support and resource which they need at home.

My parents live far away. If they send money late, my meal is late. There is no rice at home. I have to go to neighbours to eat. My relatives also feed me" Other students eat 3 meals a day. (FGD: 08I)

We don't get learning facilities at home. We have no light at home. We have to complete our before evening. But we have a lot household chores and income generating activities till evening. We don't have any mat at home at all. (FGD: 07G, 08I)

From the guardians interview English practicing at home is a challenge. The challenges are given bellow.

Actually we do not help her academically from teachers and school administration. We are not skilled in English. If we are skill then we help her well. Now we are depended on the house tutor. (GI: 02I)

4.15 Teachers have but not in School

It was found from the teacher interview there are good amount of teacher here but no one stay here. Due some causes teachers would not like to sustain here.

Actually one teacher is on maternity leave, two teachers are on deputation, one teacher on medical leave. Two teachers are guest teachers." (TI: 1I, 6I, 10I, 2G, 09G)

Upazila Education office frequent call us to join different kinds of activities out of the classroom activities. (TI: 2G, 5G, 3I, 4I)

From the Focus group discussion with students found same comments. Their comments are given bellow.

Our classes are very irregular. Most of the time teacher is not available in our school. Head madam take some of the class rest of classes off. (FGD: 03G, 8G, 4I, 7I)

The guardians made their comments as like as teacher and students. Like

The enough teachers are not available in the school. Due to hilly area teachers are not interested to work here. The answer script evaluation process is not reliable. (GI: 05G, 06I, 08G)

Due to lack of teacher she does not get sufficient mark in English. I know s is why we could not able to he needs a house tutor. But our financial condition is not good that is why we could not able to solve her problem. So, it's better to recruit English teacher in the schools. (GI: 07G, 19G, 13I, 15, 118I,)

4.16 Drop out issue

Some teachers commented over the drop out issue. Their comments as follows.

Actually our school used to face the drop out problem. The parents of this school are not conscious about their children study. During the school time they go for work. Most of the student will go to the Lakers Public School and College and Girls' High school. Because our school will be ended in class five. So, they go before that time. (TI: 04I, 09G)

In this issue a probing question was made to the students. Some of the students agreed that their some class mates were not coming to the school. They also report that they were involved in different kind income generating works with their parents.

Our very close friends are not coming in the school. They are regularly going to Sazek to their parents for works. Some our classmates used to stay at home for house hold chorus. (FGD: 04I)

4.17 Teachers Biasness

Table15: Teachers biasness to the students

Teacher has been biasness to the students						
Type of teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Grand Total
Indigenous	13.33%				86.67%	100.00%
General	60.00%				40.00%	100.00%
Grand Total	36.67%				63.33%	100.00%

On the issue of teacher had been biasness to the students were in a percentage the Indigenous teachers strongly disagree 13.33% and strongly agree 86.67% while general teachers strongly disagree 60% and strongly agreed with that was 40%.

From the guardians interview researcher wanted to know about the biasness to the student. Some of the guardians reported that teachers' attitude and behaviors did not found amicable and neutral towards Students. The comments from the guardians as followings.

Sometimes he said that he is not getting good marks in English due to his race. (GI: 1I, 7I)

The Indigenous students get more favour than the Bangali student. (GI: 01, 03, 4, 11G)

There was a probing question to the students about the biasness of the teacher to them.

He is a good teacher. He can make any topic easy to us but he expected to admit to his coaching centres. Most of the time we do not get enough marks from him. (FGD: 04I)

Actually our house is lower side and school is higher position from the hill. The roads are not smooth. The Indigenous teachers do some irregularities to her. The Indigenous teachers give the favour to the Indigenous student in this hilly area. That is why the Bangali students do not the better position in this area. (GI: 03G)

4.18 Communication problem

It was noticed that some of the students were coming to school from very remote area. Their communication was not satisfactory. In FGD session students made some comments over that issue.

Our home is far from here there is no transportation system, Plain land is available but road is not constructed yet now. I attend my school on foot and by boat. It takes 30 minutes by own boat. (FGD: 03G)

I used come to the school from top of the hill. And it takes 20 minutes. (FGD: 06I)

As hill area most of the guardians claimed that they faced communication problem. Due to the communication problem they faced challenges to continue their academic activities. The guardians comments given bellow.

We are living in the hilly area. He does not get food in tiffin time at school. The road and transportation facilities are not well. We used to live on the water. In the rainy season we left the home that time we rent a new home. (GI: 16,17I)

He goes to school on walk. The do not use the vehicle facilities during the strike. You know this is the upper level from the other area. So, it is really difficult to reach the school except the vehicle. During the rainy reason our home falls in challenges on land scaling down. Due to the hilly area huge mosquito problem is increased. Some of the students fall in favour in the rainy seasons. (GI: 15I)

Our language problem is the most problem for learning English. Here Chakma, Marma and Bangali are living. We have to co-relation to our language.

Communication problem, school environment especially forest area are most problem. The snakes are very dangerous in this area. It is a hilly area due to this she faces some obstacles in moving in the jangle. (GI: 7, 8, 12,13I)

4.19 Guardian's consciousness

From the guardians' interview it was found that were unable to understand of the student's lesson. Most of the guardians agreed that they are totally unable to understand their son's or daughter's English learning demand.

We do not have any commands on his lesson. So, that I cannot understand what should I do on his study. No, we are not able to talk in English that is why he does not get any scope to speak in English at our home. (GI: 09G, 10I, 11I)

4.20 Support Issue

The social –economical condition in the hill was found very acute. Most of the families both General and Indigenous are striven from hand to mouth. Most of the times they could not able to support their children as such education materials, house tutor and reading facilities. According to the students and guardians comments found that reality.

We do not have adverse environment at home. Our home environment has negative impact of our learning. (FGD: 09G)

Actually our family is poor. We do not have sufficient money to run smoothly of our family. Sometimes we have to ask him to work with us. Due to this he would not able to school regularly. We do not to use him to work with us but it's our reality. (GI: 09G)

We are very poor but we try to the best to serve him. We do not give any chair, table etc. I borrowed a bench from school. He used to study on mate. We do not have any light at home. We support him to charger light to him to use at night. Our neighbour helped us charge the light from their home. (GI: 012I)

4.21 Assessment and Feedback

4.21.1 Assessment

Table16: Language skills test

Teacher has assessed students with language skills							
Type of Teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Not Applicable	Grand Total
Indigenous	26.67%	33.33%	6.67%	20.00%	6.67%	6.67%	100.00%
General	60.00%	6.67%	0.00%	0.00%	26.67%	6.67%	100.00%
Grand Total	43.33%	20.00%	3.33%	10.00%	16.67%	6.67%	100.00%

Teacher had assessed students on language skills strongly disagreed 26.67%, disagreed 33.33%, undecided 6.67%, not applicable is 6.67% from Indigenous teachers where, strongly disagreed 60%, disagreed 6.67, 0% undecided and strongly agreed 26.67% and not applicable was 6.67% came from general teachers.

After the classroom observation research made them to the student about the skills practice into the class. The students commented over the language skills them.

Speaking is done in English, teacher writes in board and we follow. Teacher asks us and we answer in English. And shows us picture and we tell. Also gives us writing task from book. But listening skills practice is very few. (FGD: 01G)

3 skills are practised here in class. Madam asks us to say in English showing a picture. We are instructed to read aloud. But madam did not give us any writing tasks. (FGD: 06I, 08I)

Some guardians commented over the assessment practice in the school. Guardians claimed that the school assessment practice is mostly biased.

The creative questions create some problems to her/his. Our teachers did not practice listening and speaking skills in the schools. We found that most of the times their tests commence on reading and writing skills based only. (GI: 03G, 05G, 06I, 10I)

4.21.2 Feedback

Table17: Teachers feedback

Students get a good feedback from the teacher						
Type of teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Grand Total
Indigenous	20.00%	26.67%	13.33%	40.00%	0.00%	100.00%
General	33.33%	26.67%	13.33%	13.33%	13.33%	100.00%
Grand Total	26.67%	26.67%	13.33%	26.67%	6.67%	100.00%

It was observed on students' feedback from the teachers. Here it was found that indigenous teachers strongly disagree 20%, disagree 26.67%, where 13.33% undecided but 40% agreed and strongly agreed 0%. On the other hand general teachers strongly agreed 33.33%, disagreed 26.67%, 13.33% undecided but 13.33% agreed and 13.33% strongly agreed.

It was found that teacher some teacher used to pay feedback to the students. But some of the teachers urged that feedback is very difficult.

I give the feedback after checking the answer khata of the students. I use the board to give the feedback to them. Actually individual feedback is very difficult to me because my time and facilities are not suitable and appropriate. (TI: 08G, 09G)

Yes, I do feedback to the students. I just wanted to know whether the student able to reply me. I use to do the feedback in writing, speaking and so. But I do not get enough time to feedback them. Some are possible and some are not possible. I give enough time to the student over the topic. (TI: 03I, 04I, 10I)

From the FGD some arguments came out about the feedback in the classroom. Students expressed mixed approach message.

Teacher used to give feedback on the board, khata and orally. The khata's feedback is not significant because they give it within very short time and without any concentration to the scripts. Board based feedback as a holistic feedback. If the teacher give us personal feedback that would be better for us. (FGD: 01G,06I)

Researcher wanted to know about the feedback in terms of school assessment and administrative feedback. Some of the guardians commented on that issue.

No, no. They (The school authority) do not give us any message. They do not arrange guardian meeting. (GI: 05G, 07G, 012I, 15I, 18I)

get feedback of our own way. But school does not give us the update information on our child. Actually I do not have any update on information on her. The teacher informed us that the she is not doing well. She must d better on these subjects etc. (GI: 01I, 03G, 09G, 13I, 15I, 17I)

4.22 English curriculum

4.22.1 Teachers Knowledge

It was interviewed to the teacher whether they have seen or read out this or not. Here researcher wanted to know from teachers about the general knowledge or overall ideas on the existing English curriculum. The teacher commented different types which are given bellow.

Yes, I have seen the existing syllabus. This syllabus helped lot to my classroom activities. It has a good relation to the guide book. (TI: 06G)

No, I did not see it before. I just have seen it the 'Activity Guide' of EIA. No. I have not seen the syllabus also. (TI: 09I)

Some of the guardians argued in their interview that the current English curriculum creates more pressure comparative then other subjects to their children.

School give the importance to English but the syllabus and the work pressure on English is much more. The English lessons are many more. The grammatical topics are complicated to them. They have more subjects but English has an extra huge pressure. (GI: 05G)

4.22.2 Difficult topics for the General students into curriculum

There was a question in the interview schedule to the teacher about to know the difficult topics to the General student. The teachers opined that class 3 students faced problem in the topics of Dialogue practice, Greetings, Rhymes, Instructions, commands and requests, Numbers, Capital letters. The class 4 students faced problem in Pronunciation practice one, Pronunciation practice two, Pronunciation practice Three, Quotation marks, Greetings, Rhymes, Numbers, Name of the months, Telling the time and Instructions. And the students of class 5 faced problem into Cursive Letter, Punctuation marks, , Instructions, and Request, Rhymes, Telling the time and use of capital letters.

Table18: Difficult topics for the General students into curriculum

Grade	Topic/Subtopics
III	Dialogue practice (TI 01I), Greetings, Rhymes, Instructions, commands and requests, Numbers, Capital letters (TI 05I)
IV	Pronunciation practice one (L-6) because they use indigenous accent to their pronunciation. Pronunciation practice two (L-11), Pronunciation practice Three (L-28), Quotation marks (L-25?) (TI 01I), Greetings, Rhymes, Numbers, Name of the months, Telling the time, Instructions (TI 05I)
V	Cursive Letter (TI 01I), Punctuation marks (TI02G) Commands , Instructions, and Request, Rhymes, Telling the time, Use of capital letters(TI 05I)

4.22.3 Difficult topics for the Indigenous students into English curriculum

According to the teacher opined that some topics were found very difficult to the Indigenous students. The topics for class 3 were Sound practice, commands and instructions, use of capital letter, Cats and Dogs, Sound practice, Use of Punctuation marks , Introduce the people, Cursive letter, Pronunciation practice, Request, Dialogue, Spelling, Sound practice, ,My family, Where does Mita lives in? etc. In class 4 the topic were Self introducing, Cmmands request, Punctuation marks, Quotation mark, Pronunciation practice, Stress practice, Intonation practice, Punctuation mark especially comma, Intonation. Letter to a pen friend etc. In class 5 the contents were Request dialogues, Toes, Mahakhali Flyover, Intonation and Stress, commands request, practice pronunciation, Boshir's friends ,Pronunciation, Commands –Instructions, Making sentence etc.

Table 19: Difficult topics for the Indigenous students into English curriculum

Grade	Topic/Subtopics/Content
III	Wh questions, statements on students, people and object around them.(TI01I) Sound practice, commands and instructions, use of capital letter and punctuation marks, Cats and Dogs (L31) (TI 02G), Sound practice (L-17), Use of Punctuation marks (L20) (TI03I), Introduce the people, Cursive letter, Pronunciation practice.(TI05I), Request, Dialogue, Spelling (TI06I), Sound practice (TI07G) Pronunciation problem, He lives in Dhaka here they do not pronounce s. My family (L 9), (Where does Mita lives in?) (TI10I)
IV	Self introducing, Commands request (L16). (TI 02G), Punctuation marks, Quotation mark (L-11,14,26) (TI03I), Pronunciation practice, Stress practice, Intonation practice, Punctuation mark especially comma, Intonation, Letter to a pen friend (TI 05I, TI06I).
V	Request dialogues, Toes(Very very difficult) , Mahakhali Flyover, Intonation and Stress, commands request, practice pronunciation, Boshir's friends (TI 02G), (L-28,32,33 and 34) (TI03I), Pronunciation, Commands –Instructions, Making sentence (TI06I)

4.22.4 Inappropriate curriculum objectives and competencies for General (Bangali) students

Primary level English curriculum is competency based. Very beginning of this curriculum stated some objectives which were very much related to skills based. In our country we learn English as a foreign language. That is why this curriculum totally based on the language skills as on listening, speaking, reading and writing. According to the teacher interview they acknowledged over the objectives and competencies.

Table20: Inappropriate objectives and competencies for General (Bangali) students

Grade/ Class	Inappropriate Objectives	Inappropriate competencies
III	3. To read and comprehend textbooks according to their age group and level. 4. Write alphabet, words, numbers, simple sentence, passages, paragraph, informal letters and numbers to their age group and level. (This is not related to them because they are not able to make sentence. The can write but that would not make any sense or meaning. So it has no value in the answer scripts.) (TI 03I)	<u>Section 4.</u> 1.3 to recognise which words in a sentence (nouns, verbs etc) are stressed. (TI 03I) 1.4: to recognize and use intonation patterns, Wh-questions, greetings, and statements. (TI 03I) 3.3, to understand questions about objects around him/her. (TI 03I) 4.2. To understand simple poems. (TI 03I) 4.3. To understand simple stories. (TI 03I)

	<p>Obj. No 2: Speak and understand simple English according to their age level.(TI051)</p> <p>1.1Listening(TI06I) Learning outcome: Students will be able to : 1.1 recognise basic sound difference, stress and intonation. (TI07G)</p>	<p>5.1. to say what the speaker is doing and what somebody else is doing. (Actually). (TI 03I)</p> <p>Sec 8: 5.1 to say what speaker is doing and what somebody else as doing. 4.3 Listening: To understand simple story. 1.6 Reading: to recognise and read statements, commands, greetings, questions and answers. 8.1 Speaking: to describe a known person and familiar objects. 1.2 Reading: to recognize names of objects having the same initial and final sounds.(TI06I) 8.1: to describe a known person and a familiar object. (TI 03I) Terminal competency: 1.1 to recognised sound differences, stress and intonation. Speaking 3. to ask and answer questions in English. 5. to say what someone is doing. 7. to take part in conversation on topics. Reading: 1. To read aloud printed materials of the level of the prescribed text with correct pronunciation and understanding. Writing: 1. To write cursive and non-cursive letters both small and capital. 4. To read names of the months, days of the week and to tell the time.(TI08G)</p>
IV		<p>Sec.4: 1.3 to recognise which words in a sentence (nouns, verbs etc) are stressed. (TI 03I) 1.4: to recognize and use intonation patterns, Wh-questions, greetings, and statements. (TI 03I) 4.2. To understand simple poems. (TI 03I) 4.3. To understand simple stories. (TI 03I) 5.1. to say what the speaker is doing and what somebody else is doing. (Actually). (TI 03I) 8.1: to describe a known person and a familiar object. (They can describe only on the lesson related example such as father, mother. If you ask him on him cousin's but he cannot tell. (TI 03I) 1.1 to recognise sound differences, in the context of the words, phrases and</p>

		<p>sentences.</p> <p>1.6 Reading : to recognise and read statements, commands, greetings ,questions and answers.</p> <p>Writing:</p> <p>5.1 to recognise and useful stop, comma, questions mark explanation and hyphen and dash.</p> <p>7.1 to make sentences using words and statements given in the textbook.</p> <p>9.2 To write a short piece of composition by answering a set of questions.(TI06I)</p>
V	<p>Writing:</p> <p>Terminal competencies</p> <p>1. To write words, sentences and phrases, using cursive letters both small and capital.</p> <p>Learning outcomes</p> <p>Students will be able to</p> <p>3.3 write words, phrases and sentences using cursive small and capital letters.</p> <p>4.1 write cardinal numbers upto 100 both in figures and in words and words ordinal numbers upto 20th.</p> <p>5.1 recognize and use full stop , comma, question mark, exclamation, hyphen and dash.</p> <p>6.1 use capital letters for sentence beginnings, proper nouns and for the beginnings within quotation marks.</p> <p>7.1 make sentences using words and structures given in the textbook.(TI07G)</p>	<p>Sec 4: 1.3 to recognize which syllable in words is stressed. (TI 03I)</p> <p>1.4: to recognize and use intonation patterns, Who-questions, greetings, and statements.(There is a gape of practicing, they don't know the meanings of the) (TI 03I)</p> <p>4.2. To understand simple poems. (They could not understand form their own way. We have to translate in Bangla then they understand. As the CHT students they have a little knowledge on the society. So, until see something they could not understand the objects.) (TI 03I)</p> <p>4.3. To understand simple stories. (TI 03I)</p> <p>5.1. to say what the speaker is doing and what somebody else is doing. (Actually). (TI 03I)</p> <p>8.1: to describe a known person and a familiar object. (TI 03I)</p> <p>Writing</p> <p>7.2 to write statements according to instructions given eg. Making questions, negative statements etc.</p> <p>9.2: To write a short piece of composition by answering a set of questions. (TI06I)</p>

4.22.5 Inappropriate curriculum objectives and competencies for Indigenous students

According to the teacher interview they acknowledged over the objectives and competencies which were found difficult to understand for the students as well as they faced challenges to implement in the classrooms.

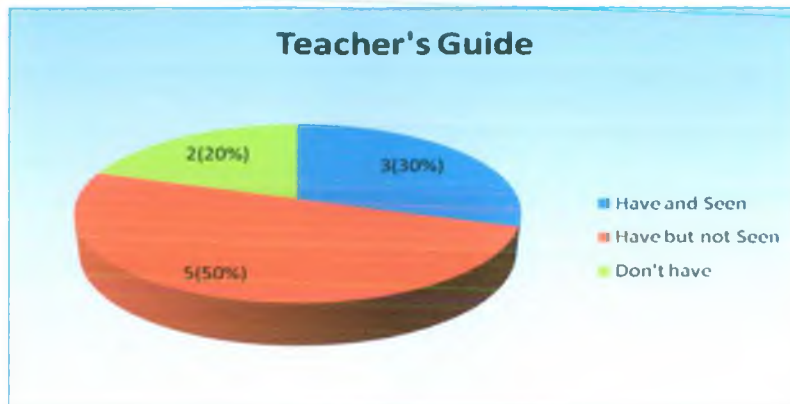
Table 21: Inappropriate objectives and competencies for Indigenous students

Grade/ Class	Inappropriate Objectives learning outcomes	Inappropriate attainable competencies/Terminal competencies
III	3.1 students will be able to: Write words ,phrases and sentences using cursive small and capital letters.	<p><i>Class wise attainable competencies</i></p> <p>1.5 to read short sentences with correct pronunciation and pause.(TI:01I,02G)</p> <p>1.6 to recognise and read statements, commands, greetings, questions and answer. (TI:04I,02G)</p> <p>8.1 to take dictation of words and phrases only.</p> <p><i>Terminal competencies</i></p> <p><i>Listening</i></p> <p>3. to understand simple questions and statements. (TI:06I,08G,09G)</p> <p><i>Writing</i></p> <p>1.1 To write cursive and non-cursive letters both small and capital.(TI:10I)</p> <p>1.2 Cursive small and capital letters.</p> <p>3.1 words, phrases and sentences in cursive small and capital letters.(TI:07G)</p>
IV		<p>8.1 to take dictation of words ,phrases and sentences.</p> <p><u>Sec.4:</u></p> <p>1.3 to recognise which words in a sentence (nouns, verbs etc) are stressed. (TI 031)</p> <p>1.4: to recognize and use intonation patterns, Wh-questions, greetings, and statements. (TI 031)</p> <p>4.2. To understand simple poems. (TI 031)</p> <p>4.3. To understand simple stories. (TI 031)</p> <p>5.1. to say what the speaker is doing and what somebody else is doing. (Actually). (TI 031)</p> <p>8.1: to describe a known person and a familiar object. (They can describe only on the lesson related example such as father, mother. If you ask him on him cousin's but he cannot tell. (TI 031)</p> <p>1.2 to recognise sound differences, in the context of the words, phrases and sentences.</p> <p>1.6 Reading : to recognise and read statements, commands, greetings ,questions</p>

		<p>and answers.</p> <p>Writing:</p> <p>5.1 to recognise and useful stop, comma, questions mark explanation and hyphen and dash.</p> <p>7.1 to make sentences using words and statements given in the textbook.</p> <p>9.2 writing: To write a short piece of composition by answering a set of questions.(TI06I)</p>
V	<p>Writing: Terminal competencies</p> <p>2. To write words, sentences and phrases, using cursive letters both small and capital.</p> <p>Learning outcomes Students will be able to</p> <p>3.3 write words, phrases and sentences using cursive small and capital letters.</p> <p>4.1 write cardinal numbers upto 100 both in figures and in words and words ordinal numbers upto 20th.</p> <p>5.1 recognize and use full stop , comma, question mark, exclamation, hyphen and dash.</p> <p>6.1 use capital letters for sentence beginnings, proper nouns and for the beginnings within quotation marks.</p> <p>7.1 make sentences using words and structures given in the textbook.(TI07G)</p>	<p>Sec 4: 1.3 to recognize which syllable in words is stressed. (TI 03I)</p> <p>1.4: to recognize and use intonation patterns, Who-questions, greetings, and statements.(There is a gape of practicing, they don't know the meanings of the) (TI 03I)</p> <p>4.2. To understand simple poems. (They could not understand form their own way. We have to translate in Bangla then they understand. As the CHT students they have a little knowledge on the society. So, until see something they could not understand the objects.) (TI 03I)</p> <p>4.3. To understand simple stories. (TI 03I)</p> <p>5.1. to say what the speaker is doing and what somebody else is doing. (Actually). (TI 03I)</p> <p>8.1: to describe a known person and a familiar object. (TI 03I)</p> <p>Writing</p> <p>7.2 to write statements according to instructions given eg. Making questions, negative statements etc.</p> <p>9.2: To write a short piece of composition by answering a set of questions. (TI06I)</p>

4.23 Teacher's Guide

Figure3: Frequency and percentage of teachers' Guide



From the teacher's interview researcher wanted to know had their teachers guide or not . For assurance researcher wanted to see the guide from the teachers. As a result come out that two teachers(20%) had not any teachers' guide. Five teachers (50%) claimed that they had but unable to show to the resercher even they seen till then. Three teachers (20%) were had teacher's guide and succeed to present in front of the researcher.

4.24 Issues on English For Today (EFT) book

There was theme in the FGD about the dissimilarities issues in the EFT. Indigenous and General (Bangali) both communities student were made their comments over this issues. The comments are given bellow.

There (Indigenous students) appearances do not match with the faces given in EFT. It is disheartening to us. A lot of pictures, examples and different issues are into this EFT but nothing in the EFT. (FGD: 07G)

There was no similarity with our life style, our language and culture do not match with them It would have been better if our pictures were there in this book. (FGD: 06I)

There was a question to the guardians on English for Today (EFT) book. Is they found or any difficulties or challenges on EFT from the children. They stated some issues.

Yes, the images are not relevant to our faces. Here is the picture on girl something is related to us not much related her. (GI: 06I, 09G, 04I, 06I)

Student claimed that the book and some contents are difficult to her. She could not understand the lesson. Sometimes she faces difficulty in vocabulary in EFT (GI: 07G, 15I, 18G)

Yes, we found that the picture's of that book is based on the Bangali people. We did not find out the picture on us (Indigenous). Once he claimed that if we find the picture of Indigenous people and culture that would be good for us. In a few days ago a clash was occurred between Bangali and Indigenous community. He (Palash) wanted to know about the clash. He was very much dishurted to hard that. (GI: 02G, 15I)

The poems are so long and difficult to him. He feel problem in paragraph. In the last section you will find out the paragraph on Mina. I think that is the problematic to him. (GI: 15I)

Dialogue practice is the most complicated to her. The examination questions did not prepare for students friendly. Teachers think that their student knows well. Actually the questions were very difficult to my daughter and their level. (GI: 20G)

4.25 Way of better English learning

From the guardians interview some suggestions for learning better English came out. Suggestions are as follows.

She needs a good English teacher. She needs special care on her. We should more active to her. (GI: 04G)

Teacher support from school is urgently needed. The book need more easily. The hard word may be easy. I can give the private teacher but the all guardian's cannot support English house tutor at all. (GI: 04G)

Vocabulary practice, speaking practice and listening practice. (GI: 12I)

He can speak in English with friends. If he doesn't mix the Chakma, Marma, Asami, Bangali and English that would be better. (GI: 17I)

The guardians should be more careful to their English learning. (GI: 19G)

English leaning environment in the school is important to all the students of this level. I think this environment should ensure to them for better English learning. Some teachers do not assess the answer script correctly. That is why teacher should be more attentive to their assessment and evaluation. (GI: 20G)

Skills based practice should be emphasized and family is to be more careful to their child's learning environment. (GI: 20G)

4.26 Suggestions for Primary English curriculum implementation

From the teacher interview researcher wanted to ask to the teacher to overcome the challenges of primary English curriculum. The teachers were given some suggestions.

I think that present English curriculum is huge amount, so, it must be in short. Pronunciation and practice need not three, word with numbers, stress practice, intonation practice. The topics whatever they know these should be reduced from the curriculum. Like, Telling the time. (TI: 011)

Teacher should be more free and interactive to the students. Students should practice in the home and their daily lives. Bangla and Indigenous language should use it the classroom communication. (TI: 011)

According to my opinion the total number of lesson should be reduced. Lesson should be life oriented. Lesson should be divided into terminal examinations based.

Vocabularies should be easy. Examinations should be based on textbook. The four skills based assessment should be introduced not only reading and writing based. (TI: 02G, 07G, 09G, 011, 10I)

I think monitoring system should be initiated. A work plan for the teachers should be initiated. Important topics should not be avoided by the teachers like stress, intonations etc. Guardians' consciousness should be developed for the regular attendance. Teachers reflections should be considered by the authority properly. A good quality and updated teaching aids should be supplied for the better students leaning. (TI: 03I, 04I, 08G)

A curriculum specialist should keep in mind to the all levels student for settings the objectives, competencies and class wise learning attainable competencies. Social economical context should be considered. Mother tongue (Bangla and Indigenous) should give the priority to teach the foreign language learning. (TI: 05I, 06I)

Chapter Five

Presentation of Findings and Discussion

5.1 Introduction

After completing the systematic procedures of conducting research this final chapter has been constructed on the basis of the findings; those were gaps from the gathered data through classroom observation, teachers interview, focus group discussion with students, and guardian interview which were administered to the General (Bangali), Indigenous Students and teachers at primary level in Bangladesh, an observation checklist for observing the real situation of practice of curriculum and an interview schedule which was introduced for the English teachers' opinion, students' opinion collected from FGD and finally the guardians' interview for collecting their real life challenges. After processing and analyzing the data some natural scenarios of Primary English Curriculum Implementation Challenges of General (Bangali) and Indigenous Students and teachers were found. These were the major findings of this study. In this chapter had presented and discussed the major findings of the study.

5.2 Major Findings

The major findings of the study are as follows:

1. Training of General teachers was found very poor in English subject and English curriculum.
2. Training of Indigenous teachers was found very poor in English subject and English curriculum.
3. Workloads of the teachers were found high.
4. 43.33% General teachers could not be able to finish their lesson in due time.
5. 20% Indigenous teachers were not able to finish their lesson within the schedule time.
6. There was mismatch on class duration and lesson contents. Due to lack of time teachers could not be able to finish the lesson properly.

7. General (Bangali) teachers used to take class without any lesson plan and planning.
8. Indigenous teachers also used to take class without any lesson plan and planning.
9. 29.99% General and Indigenous teacher agreed that their lesson objectives were not clear to the students.
10. General teachers faced mortified situation in the Indigenous language problems in the English lesson classes.
11. Most of the General (Bangali) teachers do not have knowledge or ideas about the current primary English curriculum.
12. Most of the Indigenous teachers do not have knowledge or ideas about the current primary English curriculum.
13. Indigenous students attendance are lower than General (Bangali) students in the schools.
14. Indigenous students wanted to learn their English lesson in their mother tongue.
15. 33.33% General students thought that English teacher's language was difficult to understand.
16. 73.33% Indigenous students agreed that English teacher's language was difficult to understand to them.
17. 26.67% General students could not understand the English vocabularies which have used by the teachers.
18. 73.33% Indigenous students could not understand the English vocabularies which have used by the teachers.
19. 33.33% General teachers did not apply group work where prescribed by the curriculum.
20. 40% Indigenous teachers did not apply any group work though it was prescribed by the curriculum.
21. 53.33% teachers did not apply any pair work methods into their lesson though it was suggested by the curriculum.
22. 40% Indigenous English did not follow the suggested pair work method of curriculum.
23. General and Indigenous both communities teachers agreed that their classroom was mismanaged during the group work and pair work activities.

24. 33.34% General teacher did not use any teaching aids in the lesson.
25. 40% Indigenous teacher did not use any teaching aids in their English lesson.
26. 40% General teachers faced to operate the audio materials in the class.
27. 100% Indigenous teachers faced problem to operate audio materials in the classroom.
28. 33.33% General teachers thought that their classroom learning environment not satisfactory.
29. 60% Indigenous teacher's classroom were not consist congenial learning environment.
30. 40% General teacher were found bias on their community's students.
31. 86.67% Indigenous teacher were found bias on their community's students.
32. 40% Indigenous teachers thought that their lesson were not participatory.
33. 66.67% General teacher did not assess students' English language skills in the class.
34. 60% Indigenous teacher did not assess their student's listening, speaking, reading and writing skills properly.
35. Most of the teacher would not like to pay feedback to the students. Those who are used to pay feedback to the students that were very casual.
36. English teacher crisis is very acute in the hill areas.
37. Almost 70% teachers from the both communities don't have any orientation on teachers guide.
38. 94 %Indigenous students were not taken food before coming school.
39. Drop out of Indigenous students were so high.
40. Most of the General and Indigenous students think that group work and pair were the source of gossiping in the class to their nearest friends.
41. Both General and Indigenous students faced problem of teacher medium of instructions.
42. Both communities' students were not satisfied about the learning environment in the classroom.
43. Both of the communities' students were not getting from their home and parents as such education materials, house tutor and reading facilities
44. Both of the communities students used to work for food during the school time.

45. Most of the Indigenous students faced communication problem.
46. General and Indigenous both communities guardians were not concerned about their student's learning.
47. Most of the students of General community faced problem in speaking and reading skills based topic.
48. Most of the Indigenous students faced challenges in speaking, reading and writing skills based contents.
49. General students highly faced their problem into speaking, reading and writing based competency.
50. Indigenous students highly faced their problem into speaking, reading and writing based competency.
51. According to the guardians English examination was not student's friendly.
52. Most of the learning objectives, essential learning continua and attainable competencies were not achieved for the General and Indigenous students.
53. Illustration, contents, examples and assessment system were the most dissimilarities issue from the General students perspectives on EFT.
54. Difficult language, hard words, lack of cultural orientation into contents and illustration issue into EFT were the main dissimilarities issues in view of Indigenous students.

5.3. Discussion

The study focused on the Primary English curriculum implantation challenges which faced by the general and Indigenous teacher and students in Bangladesh. For generating a detailed picture of primary English curriculum implantation challenges , the study was conducted from teachers' , students' and guardians' perspectives researcher believes that students' and teachers' thoughts, plans, perceptions, ideas, and practice can make an important contribution to the primary English curriculum implementation. At the same time, a mismatch between students' need and expectations and style of teaching and well as plans of teaching-learning activities may cause serious hamper of curriculum implementation. Therefore, students were involved and documented in this study with classroom focus group discussion. The teachers were involved and documented in this study with interviews. The guardians were involved and documented in this study with interview schedule. At the same time to know the real life situation a classroom observation applied in the classroom. This study already made open some findings. That previous findings would be very effective to get a complete picture of Primary English curriculum implementation challenges of General (Bangali) and Indigenous students and teachers in Bangladesh. This study comprised of a main objective and 5 research questions. The discussion part will be discussed according to the research sequence of that research questions. The 1st research questions based on the General (Bangali) teachers challenges issue, the 2nd research question based on the Indigenous teachers challenges issue, the 3rd research question based on the General (Bengali) students learning challenges, the 4th research question based on the Indigenous students learning challenges issue and the last research question is to make a comparative analysis among the four research questions. The following discussion researcher will be intended to explore the correlation, contrast and comparison to the others concept, views and ideas. The major variable of this study is 'Curriculum implementation'. Thus, the term implementation in a broad sense conceptualizes the process which a proposed concept, model, topic, theory etc, is taken up by some practice (Fullan and Stiegelbauer, 1991). This process should be initiated by the teacher in a classroom. Before going to the practice of a teacher he/she must need some training for his/her better service. The findings of this study reveal that the teacher's training was very poor. It was found that

the teacher training in Bangladesh was not satisfactory. In this study most of the teachers were not well trained in English, other subjects, curriculum even other emergence based issue also. It was found that these teacher got some subject based training which were 5 to 6 days. It was also found that a teacher who did not have any English subject based training but he/she teaching English regularly. Not only that but also some teacher do not have any subject based training. They had only some pedagogical training. That training is not sufficient to the teacher for the better teaching. (Shohel and Power, 2010). Shohel and Power (2010) also shows that teacher training issue is more acute in Bangladesh.

From the classroom observation it was found that number of attendance of the students in the classroom were very lower then number of enrolled students. It is very common phenomenon in the hill areas. Form the teacher and guardians interview and student FGD they used to go to work. Because their financial conditions are very poor. Most of the cases they went to the field and income generating activities. According to the Sachidananda (1994) and Rahaman et al. ;(2009) were found that parents of these children would not like to understand and importance of education. That is why they became out of the school during the school time.

The workloads of the primary schools English teacher were found high. It was found that the class load 4 to 5 on each day but they had more works except the classes. Some of the teacher were engaged in election commission activities, some of them Upozila Education office (UEO) to do official activities, Upazila Nirbahi Officer (UNO) asked to them to help in different types of activities like football competition, voter list preparation etc. Due to this general teacher and Indigenous teachers fall in trouble on some odd jobs at the same time students missed the chance of learning from them (Roshid,2009).

According to the MoPME class duration of each lesson is two types. Before the tiffin the class duration is 40 minutes. And after tiffin the class duration is 30 or 35 minutes. But from the teachers interview and classroom observation it was found that there were two type class time. One class was 1 hour and another class was 45 minutes. From the FGD it was found that teacher used to take the class

one 40 minutes, 50 minutes to 1 hour. So there is a mismatch. Researcher when asked to the teacher then they replied that due to PECE examination the class 5 student need extra time and class that is why they used to take the till 1 hour. On the other hand some other teachers replied that to complete a class within 35-40 minutes is really challenging task. They could not finish their lesson perfectly that is why they had to take their lesson more than the schedule time of MoPME. It was found that 43.33% General teachers could not able to finish their lesson in due time. 20% Indigenous teacher were not able to finish their lesson within the schedule time.

There were two findings about the use of lesson plan. It was found that both General and Indigenous teachers did not use any lesson plan in their class. Most of the teachers think that lesson plan is a burden to them. Teachers used to take 5 to 6 lessons in a single day. If he or she has 6 class one day then how they will prepare/develop lesson plan within a short time on the topics. But it is very interesting that during the teacher interview researcher made a probing question about the last three days lesson plan's topic. Most of the teachers were able to answer the questions. Students answered into their FGD that teacher do not carry any lesson plan in the class. As a result teacher complete their lesson without clarify the lesson objectives to the students. Students agreed that they were not able to understand lesson objectives at first. But before finishing the lesson they could able to understand the teacher's lesson objective.

During the classroom observation researcher found that students and teachers were fall in trouble on language issue in the classes. It was found that there was gap between breezing gap. According to Pani (1995) it is one kind of lack of cultural responsiveness. As a human being the Indigenous community students would not like to share except their mother tongue. They had scope to use Bangla in their family and community but they don't do that. They only use Bangla when they came in school. I think practice is a great problem for them. A indigenous teacher can communicate only one Indigenous language. The research of Rahman at al.; (2010) and Mousheda (1996) shows the same findings that Indigenous students want to learn their English lesson in their mother tongue. Mousheda (1996) also showed that teachers argued for the use of botha language is more essential in the primary

level then in advance level. There was only one teacher was found who can speak 3 indigenous language at a time and she used that languages to the students during the class time. One teacher could speak and communicate into Indigenous language but most of the teachers could not do that. There no General (Bangali) teacher was found who could able to communicate with students through Indigenous language (Adhikary, 2010). Actually, due to language barrier a lot of problems were creating into the classroom. Like vocabulary issue, less communicative in the class etc.

The findings open out that both General and Indigenous teachers agreed that they do not have any idea or knowledge about the curriculum. Some of the teachers have not seen yet. According to Fullan & Stiegelbaur (1991) and Stenhouse (1975, 1985) opined that curriculum creates a foundation to the teacher on the students needs. But without any knowledge how teacher conceive this knowledge. At the same tme Almost 70% teachers from the both communities don't have any orientation on teachers guide.

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The real life scenario of Chittagong Hill Tracts is totally different than the other areas of Bangladesh. It was found that some of the student who never speaks other except his/her mother tongue. By dint of 33.33% General students thought that English teacher's language was difficult to understand. 73.33% Indigenous students agreed that English teacher's language was difficult to understand to them. If they get the big size passage they will fall in trouble. The students could not able to do answer. Cursive letter are very difficult for them. They can't practice pronunciation rightly. Pronunciation is also problematic for the teachers also even you can tell me this issue to my sense also. It has relation to their mother tongue- brazing difference. During the classroom observation students were able to practice common words/phrases and sentences e.g. pan, fan, bad, bed, van, ban, pin, fin, bin, hen, men etc). There was a topic 'Introducing' here. They have no idea and practice on English Language. There another topic Stress practice actually they don't know which words get stress more or less. They could not able to differentiate among these commands, request and instructions. Making sentence is difficult for the students because they must think more about this topic. So the student could not able to think about the sentences. Another important that is the environment. Our Environment is very difficult to learn English because the Indigenous students are not able to pronounce Bangla correctly. In this regard English became more complex to them. You have seen that I used more than 3 languages like Bangla, English and Chakma languages at a time into the class.

Most of the Indigenous students were faced problem into pronunciation because they use indigenous accent to their pronunciation.

Teacher used Bangla, English, Chakma and other indigenous languages. Some teachers followed a technique to know the words from the students. They asked to the students to translate to their friends within the class time. Then the students clear to the friends in Bangla or Indigenous language. Teacher thought that was very effective way of classroom communication especially in language use. Because the hilly areas students were not able to understand Bangla and Chakma at all. Some of the Chakma students are not acquainted with the standard Chakma language. This findings are very much related to Catherine (2010).

Findings reveal that 33.33% General teachers and 40% Indigenous teachers did not apply group work where prescribed by the curriculum. At the same time students thought that group work and pair are source of gossiping to their nearest friends. Here another interesting finding was compare to these findings. Some of the research co-relates that due to lack of group work, pair work and other interactive interaction student could not able to come out from their cultural responsiveness. During the data collection period it was found that curriculum was untouchable to the schools. It was stored into locker of the headmaster. Some of the teacher saw it but they did not read out it. One of the teacher said that current curriculum is very much related to the guide book. Teachers claimed that that both General and Indigenous students faced cultural responsiveness. It found that both of them were not feel free to interactive to their fellows as well as their teachers. As a result student could not able to attain their competencies on the other hand teachers were not capable to implement the lesson objectives as well as curriculum competencies successfully. It was found that Indigenous students maintain the internal communication among them. The communication tie is very high among the indigenous students. During the group work they became very closer to each other. Communicative English curriculum believes that English class can be made enjoyable and meaningful by increasing the use of Variety of activities emphasizing on communicative skills. Now-a days, students want to more emphasis on oral activities and less on grammar translation method.

Some audio materials were supported by English In Action for the betterment of learning to the students as well as easily facilitate the lesson. But findings shows those 40% General teachers and 100% Indigenous teachers faced to operate the audio materials in the class. These kinds of audio materials are prescribed into curriculum. But it due to lack of training and use teachers could not able

to operate it properly. The same findings were came out into the EiA base line survey(EIA, 2009)and Shohel and Power (2010) study.

The findings of this study shows that 40% General teacher and 86.67% Indigenous teacher were found bias on their community's students. This biasness based behaviour also found out during the classroom. The guardians claimed that it's totally unfair. Some of the guardians commented that to some extend this biasness goes to the assessment practice also.

From the guardians interview and student focus group discussion that teacher were biased to some extent in the assessment part. That is why research was made a probing question on the particular teacher. But those teachers were avoid the answer technically. So, it should not be. On the other hand, student reponses to the FGD's them of examination theme. They think that convention test may assess our linguistic skills areas, but not the communicative skill areas. Claasroom observation reveals that 66.67% General teacher and 60% Indigenous teacher did not assess their student's listening, speaking, reading and writing skills in the class. This result is similar to the research of Sarker, 2007, Sadek, 2006. But some of the teachers reported that our schools are not preparing to assess such language skills properly. Our national assessment system does not assess proper student communicative English language skills. They recommended that an assessment procedure which is to use for the step by step development of students all four language skills listening, speaking, reading, and writing, crucial for learning a language. Catherine argues that without assessing the language skills a learning foundation of a language will not be developed.

It was found from the teacher interview there are good amount of teacher here but no one stay here. Due some causes teachers would not like to sustain here. Actually one teacher is on maternity leave, two teachers are on deputation, one teacher on medical leave. Two teachers are guest teachers. Teacher transfer is a very acute problem in hill tract areas. Most of the teacher come here go to the town are as deputation.

It was found that 23.33% teacher do not agree that classroom became learner centred. Actually, if we find out the result very carefully then we find out that Indigenous teacher disagreed in this issue. On the other hand Bangali teachers agreed that whether Bangali or Indigenous both community students would not like to participate in the classroom activities. From the teachers interview it reveals that both of the community students feel very shy especially Indigenous students.

It was found that the Indigenous students faced lack of food security then the General (Bangali) students (Adnan,2004). Most of the Indigenous students came to school without any food at morning or day time. Some of the Indigenous students were taken food but their food value was very poor. It found that after coming school that students would not like to stay at school because they became hungry. From the FGD , teacher interview and guardians interview all of them confessed that they had not such ability to take food regularly. The guardians smoothly affirmed that they are unable to supply food to them due time lack of economical problem. The social –economical condition in the hill was found very acute. According to Adnan, (2004) most of the families both General and Indigenous are striven from hand to mouth. Most of the times they could not able to support their children as such education materials, house tutor and reading facilities.

Findings reveals that General students do not practice at home as well as school. Their language level is very poor. They don't know the meanings of their surroundings issues to the lesson content (Mohaiemen, 2010). They could not understand form their own way even. Teachers have to translate in Bangla then they understand. As the CHT students they have a little knowledge on the society. So, until see something they could not understand the objectives which are stated into EFT. They can describe only on the lesson related example such as father, mother. If you ask him on his/her cousin's but he/she cannot tell and match it. They are very poor in poems, paragraph and tri-syllable based vocabularies. On the other hand condition Indigenous students are almost same to some extent they more acute then the general students. Some of the student could not able to speak up English vocabulary.

In the Primary English curriculum perspective a lot of problematic content and subjects were found in the findings. The main aim of the primary level English curriculum is to facilitate easy and quick learning and build a foundation in the four basic language skills-listening, speaking, reading and writing (NCTB, 1994). The results of skills of primary English curriculum were found unsatisfactory. There were questions to the teacher as well as guardians about the learning competencies. Yes, most of the guardians were not aware about the learning competencies which stated into curriculum. But they said not like the teacher they just told according to their own way like my son or daughter could not understand accurate parts of the speech from the sentences at the same time they could not understand where will be stress. This statement is very much related to the terminal competency in listening, speaking, reading and writing section were found unattainable. The English teachers were able to clarify it from the curriculum. So, there is very co-relation both of them arguments.

The teachers, of course, claimed that inappropriate curriculum objectives, competencies, lack of materials, do not have much real life relevance. At the same time students commented that difficult vocabularies, illustrations, images, passages, and Indigenous cultural irrelevance contents. Guardians also thought that huge curriculum creates a lot of pressure to the students. All of them urged to modify the English curriculum. Some arguments came out over the curriculum documents especially Illustration, contents, examples and assessment system were the most dissimilarities issue from the General students perspectives on EFT. At the same time difficult language, hard words, lack of cultural orientation into contents and illustration issue into EFT were the main dissimilarities issues in view of Indigenous students.

The guideline for the textbook writers, formatting of the text books, objectives and terminal competencies, contents integration are not clear. Teaching learning methods, techniques, strategies, materials, exercise activities and assessment of student's learning on the four skills which are stated into curriculum are not updated in the perspectives of era and recent on curriculum document.

It is clear that the basic concern over the curriculum implementation at primary level in Bangladesh especially for the General and Indigenous teachers and students. The present study is able to find out

the implementation challenges of Primary English curriculum to the General and Indigenous teacher as well as students. The emphasis given to communicative skills and students centred interactive learning means that some fundamental rethinking of English language curriculum required. As teachers are not well trained for implementing English curriculum, the systematic retraining of teacher in learner centered classroom procedures are steps that must be taken, if teachers and administrators are seriously interested in addressing their students needs. They should keep in mind what Fullan (1991) says: “If we do not seek students need then we are not treating them like human beings, and this will contribute to most educational changes being doomed to failure”(p.170).

Chapter Six

Recommendations, Research Suggestions and Conclusion

6.1 Recommendations

On the basis of the research questions and findings this research made some recommendation. The recommendations are as follows.

1. Teacher training on curriculum and English language teaching should be ensured.
2. Sufficient number of English teacher with Indigenous community teacher should be appointed and their work load will be reduced. At the same time teacher should facilitate the lesson with lesson plans.
3. Teacher should have followed the curriculum prescription of teaching learning methods, techniques, strategies in the English classrooms.
4. Teaching as well as assessment should be ensured four skills of English language.
5. Indigenous and General Teachers classroom practice and assessment should be bias free.
6. Curriculum should be revised on the basis of General and Indigenous students needs.
7. Textbook should be written on the basis of General and Indigenous communities student's needs and their cultural issues. The language in the textbook may be adapted to suit students' life like situations. Illustrations should be included manner with their culture and colorful.
8. The English should be provided Teacher's Guide that should clearly reading the aims and objectives of the lessons and very importantly how the lesson may teach.

9. In English class the Indigenous Students should be trained and motivates to be use English in groups or pairs with friends. Day by day teacher try to motivate them using more and more English. If the students want to use their mother in a small scale then give the chance to use slightly. But in a certain time it must be prohibited from the class.
10. Parents, teachers and school authority should come forward in motivating and encouraging the learners to learn English.
11. Teaching of English for Indigenous Students should be done using both Bangla and their mother language.
12. To be arranged a special coaching in English by the school authority.
13. Teaching aids should be used regularly to relate with their culture.
14. A language policy should be formed at national level for foreign language teaching for Indigenous communities.
15. School feeding system to be started with a small scale.
16. Guardian awareness program to be arranged.

6.2 Further Research suggestions

1. The same study to be conducted with a big sample in country wide.
2. A study to be conducted on the challenges of implementing of Bangla curriculum.
3. A situational study to be done in CHT area of the General and Indigenous people local learning needs
4. How to set a decentralized curriculum to be designed.
5. A study on the teacher preparation of CHT area to be conducted or does the teacher prepares to teach English in CHT area?
6. Identifying the challenges of leaning Bangla of General and Indigenous students in CHT in Bangladesh.
7. Identifying the challenges of leaning Bangla of Indigenous students in CHT area.
8. Are teachers motivated in teaching profession?
9. Role of ICT for facilitating English classrooms in CHT areas.

6.3 Conclusion

To meet the challenges of the new century and digital Bangladesh a foreign language's curriculum implementation is urgently needed. This is a compulsory subject in our national curriculum. The government of Bangladesh has given a special emphasized all spheres of the national curriculum. In this regard, this study detected the implementation challenges of English curriculum of General and Indigenous primary schools in Bangladesh. Due to the perspectives of Chittagong hill tracts communicative language teaching-learning approach is not like others curriculum for them. At the same time this curriculum is skills based not content based. In these regards this subject is different than other subjects. The main aim of this study is to fold up implementation challenges of English curriculum in General and Indigenous primary schools in Bangladesh. The reflection of English curriculum in classroom situation was not satisfactory. The English teachers are not ready to use the CLT in classroom situation. Maximum teachers were not trained in CLT and curriculum. Most of the teachers were not active to conduct the teaching-learning activities according to the curriculum. Teacher did not keep it mind of the students needs. Their students' socio-economical conditions were found very poor. Teachers and students linguistic problems were so acute. Teachers were not used to teach according to the language skills based. English for today books were not found sound in accordance with the CHT perspective. Most of the teachers were found bias in their professional practice as well assessment also. As a result maximum number of objectives, learning outcomes and competencies were unachievable. This study is able to find out the real challenges of General and Indigenous teachers-students of primary English curriculum. After implementing of this recommendation the curriculum and the teaching learning activities will be improved.

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Appendix 01

Classroom Observation Checklist

This Classroom Observation Checklist is adapted from the English In Action (2010), Halim, Abdul (2006), ELT Teacher Education Observation checklist of Florida State Department Education (1983), and Newly Versus continuing students: Comparing Proficiency of Language. Brown,J.D.(1981) .

Each of the statement will be measured on a five point Likert type scale. The scale of each statement is strongly agree = 5, agree =4, undecided = 3, disagree = 2 and strongly disagree = 1. Each point will be used one statement only. If this scale is not applicable, the “Not Applicable ” will be used.

Background information

Date of Observation:

Lesson/Topic:

Lesson No:

Grade/Class:

Number of Students:

Number of Present students in the class:

Name of the school:

Name of the teacher:

Upozila:

District:

Checking Statements

1. Comfortable environment in the classroom.

Strongly Disagree 1 2 3 4 5 Strongly Agree

2. Teacher hardly faces problems to operate the audio for greetings song.

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. Teacher has brought the lesson plan.

Strongly Disagree 1 2 3 4 5 Strongly Agree. Not Applicable

4. Lesson objectives are clear to the students.

Strongly Disagree 1 2 3 4 5 Strongly Agree

5. Teacher has used chalk board.

Strongly Disagree 1 2 3 4 5 Strongly Agree. Not Applicable

6. Teacher has used teaching aids to the classroom.

Strongly Disagree 1 2 3 4 5 Strongly Agree

7. Teaching aids are relevant to the lesson content.

Strongly Disagree 1 2 3 4 5 Strongly Agree

8. Teacher has used properly and appropriately teaching aids.

Strongly Disagree 1 2 3 4 5 Strongly Agree

9. Teacher has faced problems to use teaching aids.

Strongly Disagree 1 2 3 4 5 Strongly Agree

10. Teacher does not face any problems to operate the main audio lesson.

Strongly Disagree 1 2 3 4 5 Strongly Agree

11. English textbook has used in the classroom.

Strongly Disagree 1 2 3 4 5 Strongly Agree

12. Lesson content is clearly defined to the students.

Strongly Disagree 1 2 3 4 5 Strongly Agree

13. Teacher is capable to make the students understand their lesson clearly.

Strongly Disagree 1 2 3 4 5 Strongly Agree

14. Teacher has practiced group work in the class.

Strongly Disagree 1 2 3 4 5 Strongly Agree. Not Applicable

15. Teacher has practiced pair work in the class.

Strongly Disagree 1 2 3 4 5 Strongly Agree. Not Applicable

16. Teacher has finished his lesson within the particular time.

Strongly Disagree 1 2 3 4 5 Strongly Agree

17. Teacher has a good content knowledge.

Strongly Disagree 1 2 3 4 5 Strongly Agree

18. The teacher has taught the lesson by relating the practical or daily life.

Strongly Disagree 1 2 3 4 5 Strongly Agree

19. Teacher has given the emphasis on memorizing.

- | | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
|---|-------------------|---|---|---|---|---|----------------|
| 20. In the teaching learning process the teacher has allowed the students to attend actively. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 21. The teacher has been neutral to all students in the class. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 22. Teacher has finished his/her lesson very satisfactory/perfectly. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 23. Use of language by the teacher has been very clear and specific. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 24. Teacher language is easy to understand. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 25. English words (Vocabulary) have used by the teacher are easy to understand to the students. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 26. Teacher voice is very clear to the students. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 27. Teacher has practiced listening skills in the classroom. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 28. Speaking practice hardly found in the English classroom. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 29. There are lots of writing practiced in the English classroom. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 30. All General (Bangali) students are involved in learner centered portion of lesson. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 31. All Indigenous students are involved in learner centered portion of lesson. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
| 32. Teacher has assessed to the students in formatively. | Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |

33. Students get a good feedback from the teacher.

Strongly Disagree 1 2 3 4 5 Strongly Agree

34. Teacher's English language is difficult to the Indigenous students.

Strongly Disagree 1 2 3 4 5 Strongly Agree

35. Teacher has assessed students with listening questions.

Strongly Disagree 1 2 3 4 5 Strongly Agree. Not Applicable

36. Students have asked to reading practice with using textbook pictures.

Strongly Disagree 1 2 3 4 5 Strongly Agree. Not Applicable

37. Teacher has assessed students with reading questions.

Strongly Disagree 1 2 3 4 5 Strongly Agree. Not Applicable

38. Students have assessed with written questions.

Strongly Disagree 1 2 3 4 5 Strongly Agree. Not Applicable

Reference

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Appendix 02

Agenda for Students Focus Group Discussion

Estimated Time: One Hour

Language: As per Students' Language

Before starting the FGD a complete guide line should be addressed to the students. Researcher will make open the ethical considerations to them.

Name of the School:

Name of the students:

Upazila:

District:.....

Grade:

Duration: StartEnd... .. (mins)

FGD Date:/...../.....

-
1. Greetings with the students
 2. Meals taken by the students.
 3. Students' learning facilities at home.
 4. Transport and Communication of students' home to School.
 5. Teachers English teaching
 - Lesson plan
 - Lesson objectives
 - Class duration
 - Use of language in the classroom
 - Lesson presentation (Methods, strategies, vocabularies)
 - Use of materials
 6. Students' feelings/aspirations/expectations/hopes about learning English
 7. Students' response on English language skills and its practice.

8. Who are doing well/best English in their class?
9. Students' perceptions on doing well in English.
10. Learners' school experiences of learning English.
11. Best English teacher.
 - . What are the reasons behind this?
 - . What are they expecting from a good English teacher?
12. Students' perceptions on English text book?
 - . Dissimilarities issue from EFT.
 - . Difficult topics/content in the English book.
 - . Difficult vocabulary in the EFT.
13. Assessment in classroom
14. Challenges/Problems/difficulties/obstacles of learning English.

(Home, school, teacher, classmates, peer groups, textbooks, audio materials etc)
15. Best way of learning English

Thank you very much for your co-operation

Reference

English In Action. (2010). Report on Students lives study. Students Interview. Dhaka. Bangladesh.

Appendix 03

Teacher Interview Schedule

This Teacher Interview Schedule, adapted from the Adhikary (2010,) English In Action (2010), Halim (2006), ELT Teacher Education Observation checklist of Florida State Department of Education (1983).

Dear Sir

This Interview Schedule is developed for the partial fulfillment of the degree of Master of Philosophy (M.Phil) at Institute of Education and Research , Dhaka University in Bangladesh. The title of this study is “**Challenges Faced by the Teachers and Students in Implementing English Curriculum in General and Indigenous Primary Schools in Bangladesh**”. This study is very important considering the present Educational situation. Regarding the importance of this study your kind co-operation in collecting your opinion and other information will be highly appreciated. The data will be kept very confidential and it will be used for the research purpose only.

Section A: Background Information

Date:

Name of the Teacher:.....

Gender of the Teacher: Male.....Female:.....

Name of School:

Academic Qualifications:.....

Upazila:..... District:.....

Current Age:.....Year.....Month Teaching Experiences:.....Year.....Month

Teaching Experiences as English Teacher:.....

Training Received English Subject and Curriculum:

Sl. No	Name of the Workshop/Training	Local/National/International	Place	Year

Section B: Interview Questions

Please listen to the following questions and give your response by mentioning your views in the support (...) provided, as the case may be.

1. How many classes do you have to take at grade 3, 4 and 5 every day?

2. How many English classes do you take at grade 3, 4 and 5 every day?

3. What is the duration of each English lesson at grade 3, 4 and 5?

4. Do you think that the allotted class duration for the each lesson is enough for teaching English?

5. Do you prepare any lesson plan?

a) If yes, what type are these? Could you tell me the last three lesson plans topics which you prepared?

b) If no, what are the reasons for that?

6. Have you ever gone through existing English curriculum?

7. Which English topics are most difficult or problematic in understanding for the General (Bangali) students?

Grade	Topic/Subtopics
III	
IV	
V	

8. Which English topics are difficult to the General (Bangali) students?

Grade	Topic/Subtopics
III	
IV	
V	

9. Which English topics are most difficult or problematic in understanding for the Indigenous students?

Grade	Topic/Subtopics
III	
IV	
V	

10. Which English topics are difficult to the Indigenous students?

Grade	Topic/Subtopics
III	
IV	
V	

11. Do you know the indigenous language? If yes, do you use it for teaching?

12. Do you face any linguistic problem for teaching English? If yes, what are these?

13. The vocabularies of English book are understandable to the all students? If not, who are those?

14. Do you face any problems/obstacles/barriers/difficulties/challenges in teaching English?
(Such as: lack of time, Lack of teaching aids , Game/quiz/magic practicing, Role plying ,Group work , Pair works, Brain Storming , Individual Task or others.....)

15. Which is the medium of instructions in your teaching English lessons?(As such a. Using English language ,b. Using Bangla language, c. Bangla and English mixed language ,d. Bangla , English and Indigenous mixed language, e. Using Indigenous language etc.)

16. What kinds of problems do you face in your English class to communicate with students?
(Such as Pupils do not understand your language, You do not understand student's language, Very large class size, mostly noisy classrooms, external noise affecting classrooms, Classroom environment is not healthy, Classroom environment is not joyful, lack of proper sitting arrangement, Heterogeneous socio-cultural background and individual difference, Not enough joyful learning materials/practices, aids and others.....)

17. According to your opinion are there any inappropriate objectives, competencies and content for the General (Bangali) students in this primary curriculum and textbook?

Grade/Class	Inappropriate Objectives	Inappropriate competencies	Content
III			
IV			
V			

18. According to your opinion are there any inappropriate objectives, competencies and content for the Indigenous students (like Chakma, Marma, Tripura, Bomm etc) in this primary curriculum and textbook?

Grade/Class	Inappropriate Objectives	Inappropriate competencies	Content
III			
IV			
V			

19. What are the major challenges you face while using audio-visual materials (eg. flashcards, posters, iPod etc) in the classroom?

20. Do you get enough time to evaluate the students after your English class?

21. Do you give feedback to the student at end of the lesson in the classroom? If yes, what types of feedback do you give?

22. What are your suggestions in overcoming the challenges in implementing the English curriculum at primary level? (Mention at least three)

23. What are your suggestions for implementing of the primary English curriculum effectively? (Mention at least three)

Thank you very much for your kind co-operation

References:

Adhikary, Bishnu Kumar .(2010) *Identifying the challenges of learning English with Particular Reference to Curriculum Faced by the Indigenous Students at Grade Six*. Unpublished Masters thesis. IER. Dhaka University. Bangladesh.

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Florida State Department of Education. (1983) Teacher Education Observation Form. Tallahassee, FL: Florida State Department of Education, 9 (Cited in James Dean Brown, *The Elements of Language Curriculum*. (1995), Heinile & Henile Publishers, USA, pp-198-200.

Halim, Abdul. (2006) A Comparative Study of Mathematics Curriculum at Primary level in Bangladesh and India (West Bengal). *Journal of Bangladesh Education Forum*, vol.5 no1, pp-41-51.

Appendix 04

Guardian Interview Schedule

Estimated Time: One Hour

Language: As per participants' Language

*This Guardian Interview schedule, adapted from the Students lives study of English In Action.
(2010, Halim (2006).*

Before starting the interview schedule a complete guide line and ethical issues should be addressed to the guardian. Researcher will make open the ethical considerations to them.

.....

1. Name of the Guardian:

2. Sex: Female/Male

3. Age:

4. Educational Status:

5. Occupation:

6. Income:

7.No.Of Children:

8. Family Status: Nuclear/ Joint:

9. No. of children in school:

.....

A. Greetings to the guardians.

1. Which subject do you consider the most important for your children education?

(Find out the position of the English)

2. What are the physicals facilities of learning English to your child at home?

(Is there any gap? if yes, then go deeper through probing)

3. What types of support your child gets from you of learning English?

(Like. English practices, consciousness development, are there any gap? If yes, then go deeper through probing)

4. Do your children face any problem of learning English? What are these?

5. What are the issues of hilly area hinder your child's English leaning?

6. What is about the students' leaning progress?

7. Do you get feedback from the school about your child's academic progress?

8. Do you attend programs arranged by the school?

9. Do you know Bangali English teachers' attitude and behaviors towards Bangali and Indigenous Students?
10. Do you know Indigenous English teachers' attitude and behaviors towards Bangali and Indigenous Students?
11. What are your perceptions on English For Today (EFT) book?
12. Is there any dissimilarity about contextual issues given in English For Today (EFT)?
13. Is there any topic or content in the English For Today (EFT) which is difficult in comparison to your child age level?
14. Do you find any difficult vocabulary in the English For Today (EFT)?
15. What are the challenges/problems/difficulties/obstacles of your students in learning English?
(Home, school, teacher, classmates, peer groups, textbooks, private tuition etc)
16. What are the ways of improving English?
17. Do you have suggestion for learning better English?

Thank you very much for your co-operation

Reference:

English In Action. (2010). Report on Students lives study. Guardian Interview Schedule.

Dhaka. Bangladesh.

Halim, A. (2006) A Comparative Study of Mathematics Curriculum at Primary level in Bangladesh and India (West Bengal).Journal of Bangladesh Education Forum, vol.5 no1.pp-41-51.

Appendix 5

Map of Rangamati Hill Tracts District

